RADFORD SEMELE C. of E. PRIMARY SCHOOL

SEND INFORMATION REPORT – September 2026

Introduction

Radford Semele C. of E. Primary School is committed to providing a high-quality education to all of our pupils. As a family of learners expecting the best, we believe that all pupils are entitled to a full broad and balanced curriculum, including those with Special Educational Needs and Disabilities (SEND). We are committed to our policy of inclusion, where every child matters and where every teacher is a teacher of children with SEND.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age.

All Warwickshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

The broad areas of SEND are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

What is the Local Authority Local Offer?

Our **SEND Information Report** is underpinned by the Local Authority Local Offer and outlines how we will support children with SEND at our school.

Warwickshire Local Authority (LA) maintained schools share a similar approach to meeting the needs of pupils with Special Educational Needs & Disabilities (SEND) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

From September 2014, the Children and Families Bill states that 'all local authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs aged 0-25. This is referred to as the 'Local Offer' and this is intended to improve the choice for parents and to help parents in understanding the range of services and provision in the local area.'

Warwickshire Local Authority's Local Offer of provision for children with additional needs can be found at http://www.warwickshire.gov.uk/send

What is the Special Educational Needs and Disabilities Information Report?

Schools utilise the Local Authority Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as the 'Special Education Needs and Disabilities (SEND) Information Report'.

The following questions and answers provide more information about SEND at Radford Semele C. of E. Primary School.

How do we identify children with SEND and assess their needs?

The school follows a graduated approach to identifying and supporting children with SEND. This involves assessing children against nationally set criteria to check their progress and attainment, then planning and delivering appropriate actions and interventions with clear outcomes where children have been identified as not making sufficient progress. This is then reviewed by the class teacher.

Regular pupil progress meetings with the Senior Leadership Team (SLT) and class teachers ensures children not making sufficient progress are identified early and appropriate provision is put in place to accelerate their learning. Progress may be in relation to a child making significantly slower progress or attainment than their peers or not making the expected progress in relation to their previous rate. Both quantitative and qualitive progress will be recognised and celebrated in these meetings. Termly assessment, tracking & monitoring data is used to inform pupil progress meetings.

Progress in other areas, such as social development, is also carefully monitored and interventions put in place where there are concerns.

Parents are informed as soon as possible if their child is still not making progress, despite additional interventions; concerns will be shared in detail and any additional support or involvement with outside agencies are discussed and agreed accordingly.

What are the different types of support offered for children with SEND at our school?

The class teacher is responsible and accountable for delivering quality first teaching, wherever and with whoever the pupils are working, setting the highest expectations for all children.
The Revised National Curriculum and EYFS Curriculum is made available for all pupils.

- Specific strategies may be put in place to accelerate learning of individual pupils.
- Regular targeted one to one and small group interventions take place with trained staff. A graduated approach is adopted for pupils with SEND.
- Personal Support Plans (PSPs) and interventions include clear outcomes with strategies and interventions that are **additional to** or **different from** the differentiated curriculum plan that is in place as part of provision for all children.
- Regular one to one and small group interventions take place.
- Booster interventions or small group tutoring may be put in place to accelerate learning of pupils in targeted areas.
- All classes have consistent, age appropriate visuals, including visual timetables, to support routine.
- Outside agencies are involved in supporting and monitoring identified children and training staff.
- Speech and Language programmes are provided for specific children. Programmes are delivered by teaching assistants in consultation with the class teacher and speech & language therapist.
- Specific learning difficulties are addressed with interventions such as Power of 2 / Plus One Number, Number Stacks, Precision Teach and Toe by Toe.
- Accessibility includes access via a ramp and two disabled toilets.
- After-school provision and extra-curricular activities are accessible to all children, including those with SEND.
- Children requiring a higher level of support with SEMH may access Drawing and Talking therapy, and meet with a child counsellor in school.
- Interventions to support development of fine and gross motor skills
- Pre-teaching helps to prepare children with the key skills to access a lesson prior to the teaching taking place.
- Precision teaching helps children to learn key numbers facts, phonics and spellings patterns.
- Personalised resources are provided for pupils to help them to access the curriculum.

Who are the best people to talk to in school about your child's Special Educational Need or Disability (SEND)?

- Your **child's class teacher** is responsible for checking on the progress of your child and identifying, planning and delivering any additional help your child may need and liaising with the SENDCo as necessary. They will ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with Special Educational Needs. They are involved with the writing of Personal Support Plans and individual target setting and/or strategies and meet with parents to discuss these termly.

- The **SENDCo (Special Educational Needs & Disabilities Coordinator),** Faiyza Anwar, is responsible for developing and reviewing the school's SEND Policy and coordinating the support for children with SEND. She will ensure that you are kept involved in supporting your child's

learning, informed about the support your child is getting and the progress s/he is making through regular meetings and reporting arrangements. The SENDCo will liaise with all external agencies who may come in to school to support your child's learning. She will update the SEND register (a system for ensuring all of the SEND needs of pupils in our school are known) and make sure records of support and progress are kept up to date and shared with appropriate staff. Mrs Anwar is responsible for the day-to-day management of all aspects of SEND support and will ensure the Governing Body is kept up to date about issues relating to SEND. The responsibility of ensuring that SEND support and the implementing and monitoring of interventions is given to class teachers.

- The **Headteacher**, Katie Benson, gives responsibility to the SENDCo for all aspects of SEND but holds responsibility for ensuring your child's needs are met.

What arrangements are made at Radford Semele C. of E. Primary School for consulting children and parents of children with SEND and involving them in their child's education?

- Parents' evenings are held during the autumn term and spring term. Written reports are shared with all parents during the summer term. All parents/carers are invited into school twice a year for class learning events and also an opportunity to look at their child's books. A minimum of a further three formal meetings/reviews will take place during the year for children with SEND. These take place during the first half of each term with parents and the class teacher. For children with an Educational, Health and Care Plan (EHCP), the SENDCo and any outside agencies are also involved in these meetings as appropriate. Children are either invited to attend these reviews or to give views prior to meeting.
- For children with SEND, a Personal Support Plan (PSP) is prepared and agreed with parents, the child, teaching staff and outside agencies at a PSP meeting. A copy is sent to parents following the meeting, with opportunities to discuss or give feedback following the meeting. The PSP details the child's likes/interests, their individual needs, the best way to support the child at school and home. Targets and/or strategies within the PSP are continuously monitored.
- Informal meetings, phone calls/emails and discussions with the class teacher take place as appropriate.
- Home-school communication books are used as appropriate.
- The Special Educational Needs & Disability Coordinator (SENDCo) is available to meet with parents either informally each morning when out on the playground, or during other times by making an appointment.
- Children with SEND are invited to comment on areas they are good at and areas they would like to improve or find difficult during the PSP review process.
- Children are invited to attend PSP reviews and/or give views on the support being given and whether they have met their targets or effectiveness of strategies prior to review meetings.

At Radford Semele C. of E. Primary School what are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

- Ongoing formative and summative teacher assessments are completed regularly, which feed into pupil progress meetings.
- Termly pupil progress reviews take place in school to monitor all pupils' progress.
- Intervention monitoring sheets are completed and reviewed regularly by class teacher/ teaching assistant, stating a baseline and target/agreed outcomes and impact.
- Children identified as having SEND are set specific targets and/or strategies that are personal to them through the use of a Personal Support Plan.
- Parents are invited to attend termly Personal Support Plan review meetings to review outcomes and agree new targets and/or strategies. Personal Support Plans are then distributed to parents and all appropriate staff in school following the review.

How does Radford Semele C. of E. Primary School support children and young people in moving between phases of education and preparing for adulthood?

At key transition points, staff at Radford Semele C. of E. Primary School work closely with the child and their family and in partnership with other schools and professionals to ensure that key information is shared and opportunities are taken to provide children with the skills that they need for the future. This includes:

- Induction events take place during the summer term for all children who are joining the Foundation Stage in September and class teachers conduct home visits of all children starting.
- We develop close links between the SENDCo, teachers in Early Years and nursery settings, Key Stage 3 and dual placement settings. This may involve multi-agency meetings to support the transition. The transition often includes additional visits with the child and SENDCO/parents before County transfer day.
- Flexible transition plans and timetables from pre-school into Reception are developed to take account of an individual child's needs and parental views.
- In school, transition to new classes are facilitated by sessions during the summer term with the new class teachers, teaching assistants (including 1:1) and the classroom environment.
- A child's new school is always invited to attend any reviews prior to transition.

How does Radford Semele C. of E. Primary School secure expertise among teachers to support children and young people with SEND?

- The SENDCo has over 25 years experience of working with children in school and 20 years in role of SENDCo, including attending a variety of professional development training in SEND.
- Staff at Radford Semele C. of E. Primary School are keen to develop their professional expertise and engage fully with training opportunities provided to them. Staff meetings and INSET sessions are provided to ensure that all staff are up to date in their knowledge of national, local and school policy and practice.
- The SENDCo works closely with SENCOs from the local consortia to share training opportunities and expertise.
- The school currently employs ten teaching assistants to deliver a variety of interventions and support the class teacher in delivering the curriculum. Many have also been involved in specialist training. The teaching assistants hold a variety of qualifications and deliver a range of interventions.
- School buys into the following services: Educational Psychology Service (EPS) and SEND Supported, Speech and Language Therapy (SALT) and an external counselling service. We work closely with other outside agencies such as Connect for Health (school nursing) for advice and support regarding medical issues and education health care plans. Occupational therapy, physiotherapy and CAMHS referrals are also requested as needed.
- We currently have teachers and teaching assistants who have had specific training in the following areas:
  -Speech and Language (Classroom Communicators)
  -Autism Spectrum Condition
  -Sensory processing
  -Precision Teach
  -Use of Social Stories
  -Lego Therapy
  -Drawing and Talking Therapy
  -Therapeutic Stories
  -Talk About/Time to Talk (social communication groups)
  -Communicate in Print
  -Incredible 5 Point Scale

How does Radford Semele C. E. Primary School assess and evaluate the effectiveness of the provision they make for children with SEND?

- Termly assessment/tracking and pupil progress meetings are held to analyse data and outcomes are used to inform provision for individuals / groups
- Termly Personal support Reviews are held to discuss effectiveness of provision with parents

- Termly evaluations of the impact of interventions are carried out with class teachers and SENDCO/SLT using baseline assessments to set outcomes
- A designated SEND Governor (Mrs Cara Jenkins) meets termly with the SENDCo to monitor the provision and outcomes of SEND across the school

How does Radford Semele C.E. Primary School enable children with SEND to have access to facilities and extra -curricular activity available to all children in the setting?

All children are encouraged to participate in additional opportunities at school including extra-curricular provision. Participation of pupils with SEND is reviewed regularly.

Where a barrier to participation is present, school staff will work with a child and their family alongside relevant specialists to make arrangements for this to be overcome wherever possible.

How does Radford Semele C. of E. Primary School support and improve emotional and social development, including extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying?

- We encourage a positive learning environment where all children are valued and listened to in spaces created to support children's needs. Children are rewarded for demonstrating our school values.
- Emotion coaching is used with all pupils
- Regular well-being sessions take place in class
- Zones of Regulation introduced and used with the whole school through worship, PSHE and small group or 1:1
- Trauma informed practice used by all members of school staff
- The Cambridge PSHE scheme is delivered to the whole school through PSHE lessons
- Adult and peer mentors are used as deemed necessary
- A child counsellor is employed one morning a week to work with identified children
- Teaching Assistants are trained to deliver Drawing and Talking, Lego Therapy and Therapeutic Stories
- Social skills groups, e.g. Talk About and Time to Talk are delivered to support identified children with developing their use of social language and turn taking whilst supporting self esteem
- Many of our teaching assistants are lunchtime supervisors, resulting in continuity between class and playtime. Children can be encouraged to take part in social activities or supported emotionally during break times and lunchtimes

How does Radford Semele C. of E. Primary School involve other bodies, including health and social care bodies, Local Authority support services and

voluntary sector organisations, in meeting children and young people's SEND and supporting their families?

The school is actively involved with the following support services as and when it is deemed necessary:
(* *buy in service*):
SEND Supported *
Educational Psychologist (EPS) *
Special Educational Needs and Disability Assessment and Review (SENDAR)
Speech and Language Therapy (SALT) *
Clinical Psychologist
Physiotherapist / Occupational Therapist
National Health Service
SEND Information Advice and Support Service (SENDIAS)
Family Information Service
Ethnic Minority & Traveller Achievement Service (EMTAS)
Connect for Health (School nursing)
Counselling services*
Children's Services – social care
Flexible Learning Team (FLT)*
RISE (previously Child and Adolescent Mental Health Service - CAMHS)

Where needs are complex, severe and lifelong, an **Educational, Health and Care Plan** (EHCP) may be recommended by supporting external professionals. This means that a child will have been identified as needing a particularly high level of individual support. This type of support is available for children with specific barriers that cannot be overcome through Quality First Teaching and reasonable adjustments, often requiring additional support from external agencies. The school, or parents/carers, can request that the Local Authority (SENDAR) carry out a statutory assessment of a child's needs. This is a legal process that sets the amount of support provided for a child.

After the request has been made to SENDAR, a decision will be made as to whether they think a child's needs seem complex enough to require a statutory assessment. If this is the case, they will ask parents/carers and all professionals involved to write a report outlining the child's needs, with input from the child. If they do not think the child needs this, they will ask the school to continue with the current support. When all reports have been received and discussed, a Panel of Professionals will decide if a child's needs are severe, complex and lifelong and, if this is the case, write an EHCP.

What are the arrangements for handling complaints from parents of children with SEN about the provision at school?

Parents wishing to raise concerns about the support that their child is receiving should initially make an appointment with the class teacher, SENDCO or Headteacher. If the matter is not resolved, the SEND complaints procedure is in line with the school's complaints procedure.

Warwickshire Local Authority's Local Offer of provision for children with additional needs can be found at http://www.warwickshire.gov.uk/send

Parents can contact the SEND Information and Advice Service : https://www.family-action.org.uk/what-we-do/children-families/special-educational-needs-services-children/warwickshire-parent-partnership-service/ for further advice and support regarding SEND.

Name of SENDCo: Mrs Faiyza Anwar

Name of SEND link Governor: Mrs Cara Jenkins

Email: admin3152@welearn365.com

Phone: 01926 426940

*This report should be read in conjunction with Radford Semele C. of E. Primary School's **Special Educational Needs & Disability (SEND) Policy &** Radford Semele C. of E. Primary School's **Accessibility Plan.***