

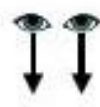


Dream big, shine bright

St NICHOLAS

C of E Primary School, Alcester

SEND Information Report 2025-2026



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Introduction

Welcome to St Nicholas C of E Primary School's SEND information report. This document gives information about the provision we offer for children with SEND and forms part of Warwickshire's local offer. Details of Warwickshire's Local Offer can be found [here](#).

Our school is a co-educational, Church of England, Voluntary Controlled School with 429 children on roll. Through our Christian ethos, we promote friendship and consideration for others in order to create a friendly, caring culture where everyone is valued and accepted.

Our curriculum is designed to motivate and inspire our children to learn, develop lively enquiring minds and instil a lifelong love of learning. We seek to give all children access to a full range of educational opportunities and are committed to offering an inclusive curriculum, to ensure the best possible progress for all our pupils, whatever their needs or abilities.

Our school's SEND policy document is available on the school [website](#).



Adam Walsh
Executive Head



Laura Newell
Headteacher

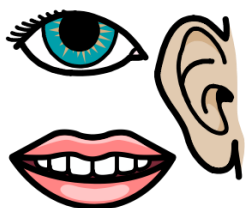


Christopher Newitt
Chair of Governors

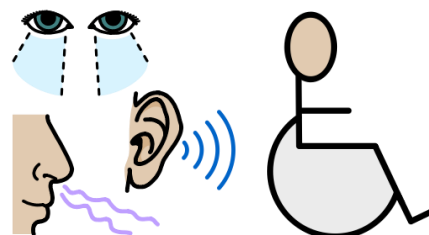
The kinds of Special Educational Needs for which provision is made at our school

A child has special educational needs if they have a significantly greater difficulty in learning than the majority of children of the same age, or if they have a disability, which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.

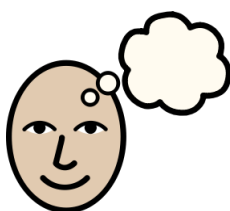
Additional and/or different provision is currently being made in our school for children with a range of needs, including:



Communication and Interaction – autistic spectrum disorder, speech, language and communication needs



Sensory, Medical and Physical – children with; hearing impairment, sensory processing difficulties, epilepsy.



Cognition and Learning – children with moderate learning difficulties or specific learning difficulties



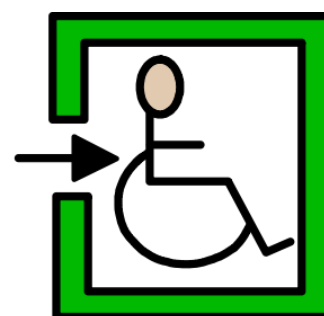
Social, Emotional and Mental Health – children demonstrating attachment difficulties, attention deficit hyperactivity disorder.

Accessibility

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- single storey building that is accessible to all
- toilet and shower room adapted for disabled users
- wide doors and corridors
- swimming pool with hoist system – toilet and shower room adapted for disabled users
- dedicated SEND teaching space
- internal access to Children's Centre

For more information, please see our **Accessibility plan** available on the policies section of the [website](#).

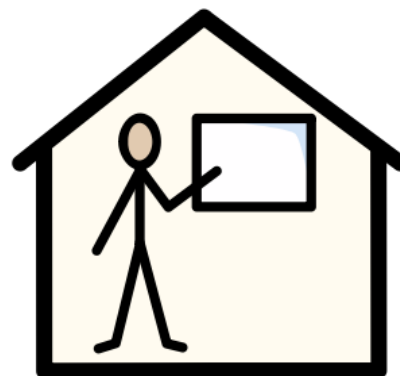


Admissions

Parents wanting their child to join our school must apply directly through Warwickshire Admissions via this [link](#).

Moving schools within school year

Parents with children higher up the school – Years 1-6 must also apply directly to Warwickshire Admissions by completing the online form [online](#). Alternatively, you can contact admissions on **01926 414143**.



SEND Staff and contact information

All the staff are dedicated to providing our children with the very best education and life experience possible. There are a range of expertise and talents throughout the staff which greatly benefit the children as they move through the school. Together, we work hard to achieve success and we are committed to the development of every child in partnership with parents, carers and the community.

If your child has Special Educational Needs and/or disability and you would like to know more about our provision, please contact the school office on **01789 762578** alternatively via email: admin3595@welearn365.com



Hannah Allen

Assistant Head, Inclusion Lead and SENDCo

allen.h4@welearn365.com

My name is Hannah Allen and I have been the SENDCo at St Nicholas C of E Primary School since September 2022. I hold the National Award in SEN Coordination and have been a qualified teacher for 16 years and a SENDCo for 12 years within Warwickshire. I am really passionate about the opportunities we provide for our children and want to ensure they have the best possible outcomes.

My role at St Nicholas includes:

Coordinating all the support for children with special educational needs and or disabilities (SEND) and developing the school's SEND Policy to ensure all children get a consistent, high-quality response to meeting their needs in school.

Ensuring that you are involved in supporting your child's learning, kept informed about the support that your child is receiving and involved in reviewing how they are progressing. Providing specialist support and organising training for teachers and support staff in the school to enable them to best support your child and help them reach their potential. Maintaining the school's SEND support list and making sure that there are detailed records of your child's needs and progress. Liaising with all the other people who may be coming into school to help support your child's learning.



Kerry Badger

Assistant SENDCo

badger.k@welearn365.com

My name is Kerry Badger and I am the Assistant SENDCo at St Nicholas C of E Primary School. I have been working here for 12 years supporting children across the primary range.

My role at St Nicholas includes:

Delivering tailored intervention to children on the SEND register; including in class support, small group work and 1:1 support where necessary. Maintaining excellent records for each child on the SEND register and ensuring that all staff, working with your child, has access to up-to-date information. Liaising with staff, parents, and professionals to ensure the smooth running of intervention programmes. Being a point of contact for staff who require information, resources and support to help your child make progress.

Assessment and identification

Early identification of children with SEND is our priority. Our school promotes a graduated approach to assessing, identifying and providing for children's special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum.



Some of the early identification processes:

- Liaison with previous nursery/schools
- Concerns raised by parents and carers
- Concerns raised by class teachers and teaching assistants
- Teacher assessment and baseline assessments
- Screening tools e.g. Phonics
- Regular teacher assessment
- Liaison with external professionals
- Communication from medical professionals and parents and carers
- Thrive screening

All teachers carefully monitor the children's progress on a daily basis as part of the ongoing learning and teaching that happens in the classroom. Formal progress meetings and discussions take place each term enabling us to track and identify children who require extra support.

Once concerns have been discussed with parents, children will be placed on the monitoring register and we will begin to follow the Graduated response approach of 'Assess, Plan, Do, Review'. After a period of 4-6 weeks, we will decide if a child needs to be placed on the SEND Support Register. All children accessing SEN support who are identified as having SEND have an individual My Plan, which is reviewed termly. Their My Plan contains information about their strengths, needs, appropriate resources and SMART targets that they are working towards. When providing support that is "additional to" or "different from" we engage in a four-stage process:

The Inclusion Lead works closely with teachers and support staff to ensure that interventions are successful. These evaluations are used to inform the next steps in provision for each child. Should a child's progress continue to cause concern, the class teacher, in liaison with Inclusion Lead, will arrange to meet parents and discuss their child's needs. During this meeting, additional support will be discussed; this may include accessing support from external services as well as specific SEND interventions delivered by Kerry Badger the assistant SENDCo.

ASSESS
Identify pupil strengths and needs to inform effective planning and appropriate provision.

REVIEW
Teachers carefully review pupil progress and how effective the support has been.



PLAN
Use assessment information and views to plan teaching approaches.

DO
Implement the support and gain a greater understanding of how the pupil learns.



This Is Me

All children on the SEND Support Register have a pupil profile called 'This Is Me'. This document is important to ensuring all members of staff working with the child have a good understanding of their needs.

My Plan

Also, children accessing specific support for their SEND needs will have a 'My Plan' that is reviewed termly. Their My Plan contains information about the SMART targets that they are working towards.

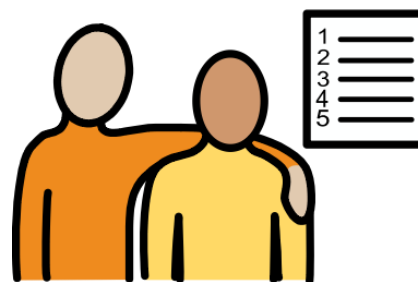
Children, who have an EHCP, will have a 'My Plan' that will review the outcomes and small steps set out in their plan.

For further information please see the SEND policy available on our [website](#).



Statutory Assessment – Education, Health and Care Plans (EHCP)

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, statutory assessment will be considered. The Education, Health and Care Plan outlines any special educational needs a child has, and the provision a local authority must put in place to help them.



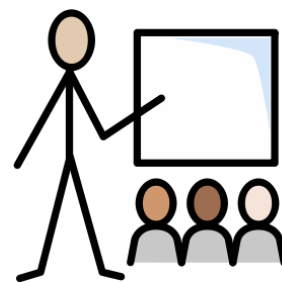
An application for an EHC Needs Assessment is made via the school SENCo in ongoing collaboration with the learner, parents and external professionals involved. The request is made to Warwickshire Local Authority. The process is defined by a specific timescale and statutory procedures.

In some cases, parents can begin the EHCP process themselves through direct communication with the local authority; however at St Nicholas we strive to work closely together with parents in order to ensure that any request made is well-timed and appropriately evidenced. Once an EHCP request has been made, SENDAR have 20 weeks to make a decision.

Please see the Warwickshire [website](#) for further information about EHCP and the process.

Provision

Each class teacher plans lessons to consider the specific needs and preferences of all children in their class, in order to ensure that their needs are met through quality first teaching. We are an inclusive school and children are taught alongside their peers in flexible teaching groups. Class adaptations can be seen in a variety of ways:



- Children may be taught in a variety of settings, including small group work, peer collaboration and one-to-one working with teachers or support staff. Where necessary, children with SEND are supported in class by our teaching assistants as well as accessing interventions in our dedicated SEND support room – The Greenhouse.
- Content of the lesson including a range of activities suited to different abilities with a range of expected outcomes from individual children.
- Teaching style (taking into account that children may be visual, auditory or kinaesthetic learners).
- Pace and format of the lesson.
- Provision of alternative recording methods; scribing, use of technology, mind mapping, photographic evidence such as Seesaw.
- Materials and resources used and level of support provided.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide 1:1 support. Individual adaptations are always considered for children with SEND, which are outlined in the children's 'This Is Me' or 'My Plan'.

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

All of our teachers are fully qualified and have undertaken additional specialist professional development. Each phase has a dedicated teaching assistant during the mornings, all of whom implement additional support for children, including those with SEND.



Within school we have staff trained in a range of different areas, such as:

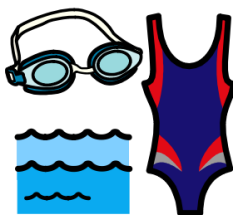
- The Thrive Approach
- Neurodiversity (AET), Sensory Needs
- Speech and Language, WellComm, Makaton
- MOVES, Balaceability
- Team Teach

A number of teaching assistants support specific children on a one-to-one basis. We ensure that these TAs are highly supported by external support services who offer advice on support programs, strategies and latest developments.

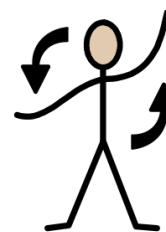
Examples of intervention and additional support sessions available to SEND children include;



Balanceability



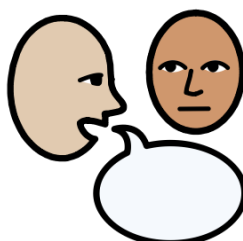
Higher Needs Swimming



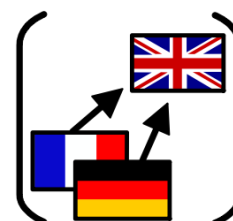
OT MOVES



OT Fine Motor Programmes



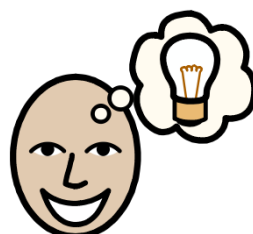
Time to Talk (SALT)



Racing 2 English (EAL)



Personalised Speech and Language Support (SALT)



Big Book of Ideas
(linked to WellComm)



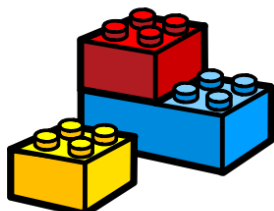
Personalised Aided Language Resources (AAC)



EPATT
Reading, Spelling and Maths



Engaging Eyes



Brick Club

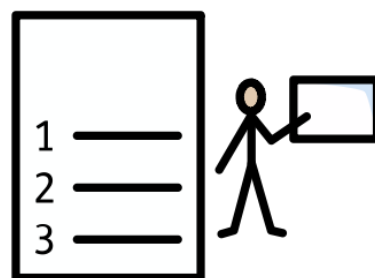
As well as many more...

We are able to provide a wealth of different interventions that have a positive impact on progress for all of our children.

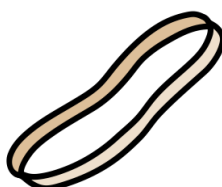
What resources do we use to support children?

Our close working relationship with external support services leads to excellent advice and strategies to support children with SEND. We act upon advice received and will implement adaptations, resources and strategies as required.

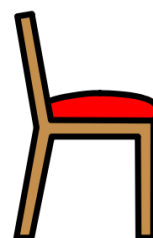
This may include resources that are part of our Universal Provision and available to all children:



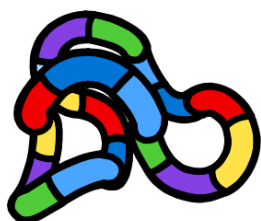
Ear Defenders / Ear Loops



Therabands



Wobble Cushions



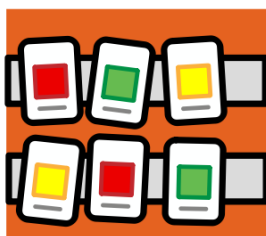
Fidget and Focus



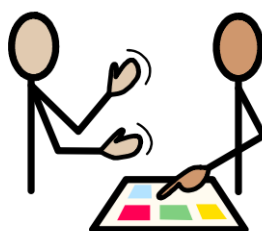
Fidgety Feet



Coloured Overlays / Books



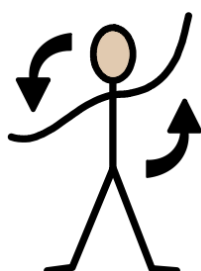
Visual Timetables /
Now and Next Boards



Alternative
Communication



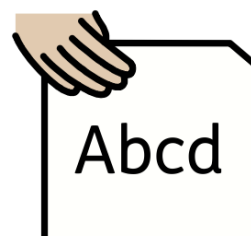
Optimal Seating



Movement Breaks



Writing Slopes



Word Banks / Check-Lists

Please find out more information about the adaptations we implement on our website.

We endeavour to ensure that all classrooms are communication friendly therefore supporting children with a range of SEND needs.

What activities are available for children with SEND in addition to those available in accordance with the curriculum?

We have a range of extra-curricular activities available to all children at our school. These change depending on the term and are offered across all year groups. These include:

- Swimming
- Bug Club with our school dog, Bug (gardening, wildlife, craft, sewing)
- Football
- Cooking with 'Bayleaf' Cookery
- Art with 'ArtBase'
- Coding
- Hockey
- Craft
- Choir

Residentials

All children in Years 4 and 6 have the opportunity to take part in exciting residential trips. Staff escorting children on these experiences are highly knowledgeable and experienced in supporting children away from home.

We see these trips as opportunities for all pupils to build confidence, independence and create lasting memories alongside their peers.



Sporting events



The Sports Team at St Nicholas are huge advocates for enabling the children to take part in a wide range of sporting activities whatever their need or disability. In the last 12 months, children have taken part in the following events:

Rowing

Evaluating the effectiveness of SEND provision

The effectiveness of SEND provision at St Nicholas CE Primary is analysed and reflected upon as part of the school monitoring and evaluation cycle which would include analysis of pupil data, regular learning walks, lesson observations, pupil interviews and monitoring by the Governing Body.

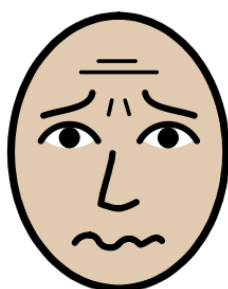


Termly meetings take place with class teachers and the Senior Leadership Team to discuss progress of all children. Additionally, all interventions are monitored and evaluated to assess impact and positive outcomes for all children.

We use a variety of indicators to measure the progress that all children make including teacher assessments, evidence in books, standardised assessments and, for SEND children, progress towards their individual targets as detailed on My Plans.

Progress is regularly shared with parents through; termly parents' evenings, termly SEND reviews, progress meetings, informal meetings and end of year school reports. Parents are actively encouraged to speak to class teachers and ask how their child is progressing.

Raising a concern



If you have any concerns regarding your child, please seek support from your child's class teacher. Alternatively, you can speak to Laura Newell (Head of School) or Hannah Allen (Assistant Head SENDCo). For more information about our complaints procedure please follow this [link](#).

Anti-bullying

In St. Nicholas C of E Primary School, we believe that all children should be given opportunities to participate in and have their achievements and experiences in Personal, Social and Health Education (PSHE) anti-bullying lessons recognised and celebrated. It is the responsibility of the class teacher to provide appropriate access for any children with special educational needs.

[Click here](#) to see our Anti-Bullying policy.



Emotional and social development of children with SEND

As a school we recognise the importance of supporting all children with their emotional well-being and social development. Social and emotional wellbeing creates the foundations for healthy behaviours and educational attainment. We are proud to have dedicated staff that support all children who have emotional needs including those with SEND, by providing personalised sessions whereby the adults listen to the views of the pupils.



Lisa Dean

Emotional Support

dean.l1@welearn365.com



My name is Lisa Dean and I am a Thrive practitioner at St Nicholas C of E Primary School. My role is to support children with social, emotional and mental health development as well as guide staff in weaving Thrive throughout the curriculum. I have recently achieved my level 3 TA qualification. Since taking on the role I have undertaken appropriate training to enable me to support children to the best of my ability. Recent training includes Thrive, supporting children with attachment difficulties, bereavement training, young carers training identifying and supporting children who self-harm and therapeutic group work.

My role at St Nicholas includes:

Delivering tailored interventions to children identified as requiring social and emotional support. Support sessions delivered by Lisa may be 1:1 or small group. These include:

- Thrive
- Yoga and relaxation strategies
- Lego therapy
- Life skills
- Mindfulness
- Social skills
- Therapeutic writing
- Friendship groups
- Nurture breakfast club



Camilla Grainger

School counsellor – available to contact through the school office
01789 762578

My name is Camilla, I am the school counsellor at St Nicholas CE Primary, I have been working with the school for three years. I have worked in various mental health settings and across other schools supporting a wide variety of people.

My role at St Nicholas includes:

Working alongside children that are experiencing a range of emotional challenges that are impacting on a child's emotional well-being. These could include significant life events, circumstances at home and challenges at school. I Support children through cognitive behavioural therapies which focuses on how your thoughts, beliefs and attitudes affect your feelings and behaviour. I also work creatively

utilising different approaches including CBT, sand tray and therapeutic play.

External support services

We are proud of our excellent relationships with external support services.

Should a child require support from an external support service we are able to access advice, information and support from the following agencies with whom we maintain close links:

		COMPASS (School Health) Tel: 03300 245 204 https://www.compass-uk.org/services/c4h/
		SALT Speech and Language Therapy Sarah Roberts (School Therapist) Tel: 01789 405100 Ext 346 https://www.swft.nhs.uk/our-services/speech-and-language-therapy-children
		Shakespeare Hospice Bereavement support ECHOES Alison Burford Tel: 01789 266852 https://www.theshakespearehospice.org.uk/services/childrenfamiliesupportservice/
		Specialist Teacher Service Claire Hurley (School Link) Tel: 01926 476600 https://schools.warwickshire.gov.uk/education-resources/specialist-teaching-service-sts
		Parenting Project Aimee Webb (School Link) Contact form: https://parentingproject.org.uk/contact/ https://parentingproject.org.uk/
		CAMHS/RISE (Child & Adolescent Mental Health Service) Tel: 0300 200 2021 https://cwrise.com/
		EMTAS (Ethnic minority and traveller achievement service) Tel: https://www.warwickshire.gov.uk/education-send/send-support-mainstream-education/4
		EPS (Educational Psychologist Service) Kate Smith (School Psychologist) Tel: https://schools.warwickshire.gov.uk/early-help-targeted-support/educational-psychology-service/1



SENDAR (SEND Assessment and Review Service)
Georgina Jolly (Plan Coordinator)
Tel: **01926 742160**
<https://www.warwickshire.gov.uk/contactussendar>



IDS (Integrated Disability Service)
Leisl Badham
Tel: **01926 413737**
<https://www.warwickshire.gov.uk/ids>



Occupational Therapy
<https://www.swft.nhs.uk/our-services/occupational-therapy-children>



Zoom Education
Heather Ramsay
'Music and Play' Social, Emotional and Mental Health
<https://www.zoomeducationalsupport.co.uk/>

Child and parental involvement

At our school, parents are actively encouraged to be partners in their child's education; we see this as vital if the children are to get the support and encouragement, they need to make good progress. We recognise that it is important to involve all children, regardless of SEND, in their learning and in the decisions that are made about our school and the educational experience we provide.

As long as a child remains on the SEND Support Register, parents are encouraged to be actively involved in reviewing their child's progress by contributing to the decision making for their child. Termly review meetings are arranged for this purpose. The meetings are an excellent way to review each child's progress, celebrate their effort and plan next steps in their education. Parents, teaching staff, support staff and external support services are invited to reviews. Teaching staff in collaboration with the child will discuss progress towards SMART targets, plan next steps and create a personalised 'My Plan'.

Parents' evenings are held each term where all teaching staff are available to discuss a child's progress with their parent's/carers. Children are encouraged to attend these meetings too. Our parents appreciate the schools 'open door' ethos whereby additional appointments can be made to speak in more detail to the class teacher or the Inclusion Lead. These can be arranged by popping into the school office or via telephone or email.

Inclusion Coffee Mornings



One a month, families are invited along to our Inclusion Coffee Morning. A chance for families to get together in a relaxed, familiar environment; meet new people; and find out information.

During these meetings we welcome professionals and share information about a range specific subjects from understanding neurodiversity and emotional development to sleep and family support.

This year we are taking part in the **PINS** Project (Partnerships for Inclusion of Neurodiversity in Schools). A new, national project which will develop multi-agency collaboration and strengthening of parent carer and school partnerships in mainstream education settings, focusing on supporting neurodiverse pupils.

The PINS project will bring health and education specialists and expert parent carers into mainstream primary settings to:

- Help shape whole school SEND provision.
- Provide early interventions at a whole school level.
- Upskill school staff.
- Support strengthening of partnerships between schools and parent carers.

We are lucky to be working collaboratively with Warwickshire Parent Carer Voice.



Parent join in mornings

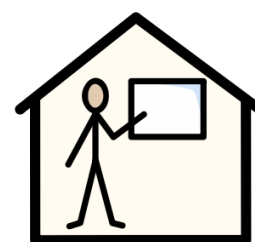
Over the year we plan a number of 'join in' mornings which are available to all parents. This year these sessions are focussed on Maths, Stay & Play in Early years and Phonics.

More information about forthcoming sessions is available on the schools Facebook page or via the

school office.

Transition

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible. Links with our feeder childcare providers and transfer schools are good due to our close liaison with them.



Transition to our school

As a school, we actively consult with a child's previous settings so that we are fully aware of their needs before they join us and can prepare for their transition. We have an ongoing consultation with teaching staff, support staff and other lead professionals so as to be able to provide the best possible academic, medical and social support for each child. Transition meetings are arranged as necessary with previous setting, parents/carers and external support services. We will work in close liaison with the current setting to create transition books and resources as well as additional transition sessions if necessary.

If your child has an EHCP...

If your child already has an Educational Health and Care Plan (EHCP) or is currently awaiting the outcome of a request for an Education Health and Care Plan Needs Assessment (EHCNA), then we welcome and encourage families to come and have a tour of our setting. This opportunity will also allow us to talk about your child's individual needs in more detail and look at the targeted and specialist provision they require.

Secondary transition

When the time comes for children with SEND to move on to the next phase of education, we consult with parents/carers and the children themselves to facilitate a successful transition. All children take part in a carefully planned Year 6 transition program that is delivered in school for four weeks during the summer term. The program is designed to; tackle relevant issues that cause anxiety with regards to transition, build confidence, encourage independence and create a positive transition experience. The program includes an additional informal visit to their secondary school where they take photos and can ask questions (where possible), research into their new school to develop a presentation, creation of interview questions for Secondary staff, drama, role play and 'what if?' scenarios, all about me passports, thoughts and feelings discussions, art and visits from secondary representatives. All children take part in a 'Moving up' day where they attend their secondary placement for the day and where necessary additional visits are planned both with and without staff support.

Staff from secondary schools are invited to SEND review meetings in the term prior to their transition. This ensures that all staff are aware of the needs of our children and can make adequate arrangements in readiness for the transition. Staff from the Secondary Phase also spend time in our school with our school staff familiarising themselves with individual needs.

Transition between Year groups and phases within school

During the summer term there are transition meetings within school across year groups and phases. Handover meetings take place in which all relevant, key information is shared with the child's new class teacher. This includes sharing of relevant documents and information. SEND children's 'This Is Me' document and 'My Plans' are passed on to new class teachers and each child's needs are discussed in depth.

During the summer term children who require additional support with transition are encouraged and supported to make additional visits to their new class to familiarise themselves with staff and

the environment. Where necessary additional transition resources are created alongside the child for example, transition books that are taken home over the summer holidays.

Useful contacts

SEND Local Offer

Warwickshire's local offer can be obtained from the Warwickshire website, this details information relating to education of children with SEND as well as local resources and services.

<https://www.warwickshire.gov.uk/send>



Family information service

The Family Information Service offers free support, advice and signposting for all families with children and young people aged 0-25 years.

<https://www.warwickshire.gov.uk/children-families>



SENDIAS

Warwickshire SEND Information, Advice & Support Service supports parents & carers of all Warwickshire children SEND, whether they are of pre-school age, or in a mainstream or special school.

<https://www.warwickshiresendiass.co.uk/>

