

How does Stilton Church of England Primary School support children with special educational needs and disabilities (SEND) to ensure they succeed alongside their peers?

At Stilton Church of England Primary School, we believe that high-quality teaching and effective differentiation are key to improving outcomes for all our pupils, including those with special educational needs and disabilities (SEND). Following the recommendations from the Education Endowment Foundation (EEF), we focus on great teaching as the most powerful tool for enhancing learning and achievement.

This includes children who have difficulties with one or more of the following areas:

- communication and interaction
- cognition and learning
- social, emotional, and mental health
- sensory and/or physical needs.

When pupils with SEND require additional support, we take a collaborative approach, working as a team around the child, involving parents and, where appropriate, the pupil themselves to determine the best way to meet their individual needs. Our goal is always to minimize time spent outside the classroom and ensure that every child has the opportunity to learn alongside their peers.

Where extra support is necessary, we use short, targeted interventions that are carefully designed and measured for impact, ensuring they make a real difference to each child's progress. At Stilton, we are committed to providing an inclusive environment where every child can thrive, supported by tailored, high-quality teaching that fosters growth and achievement.

2. How does the school identify children with special educational needs?

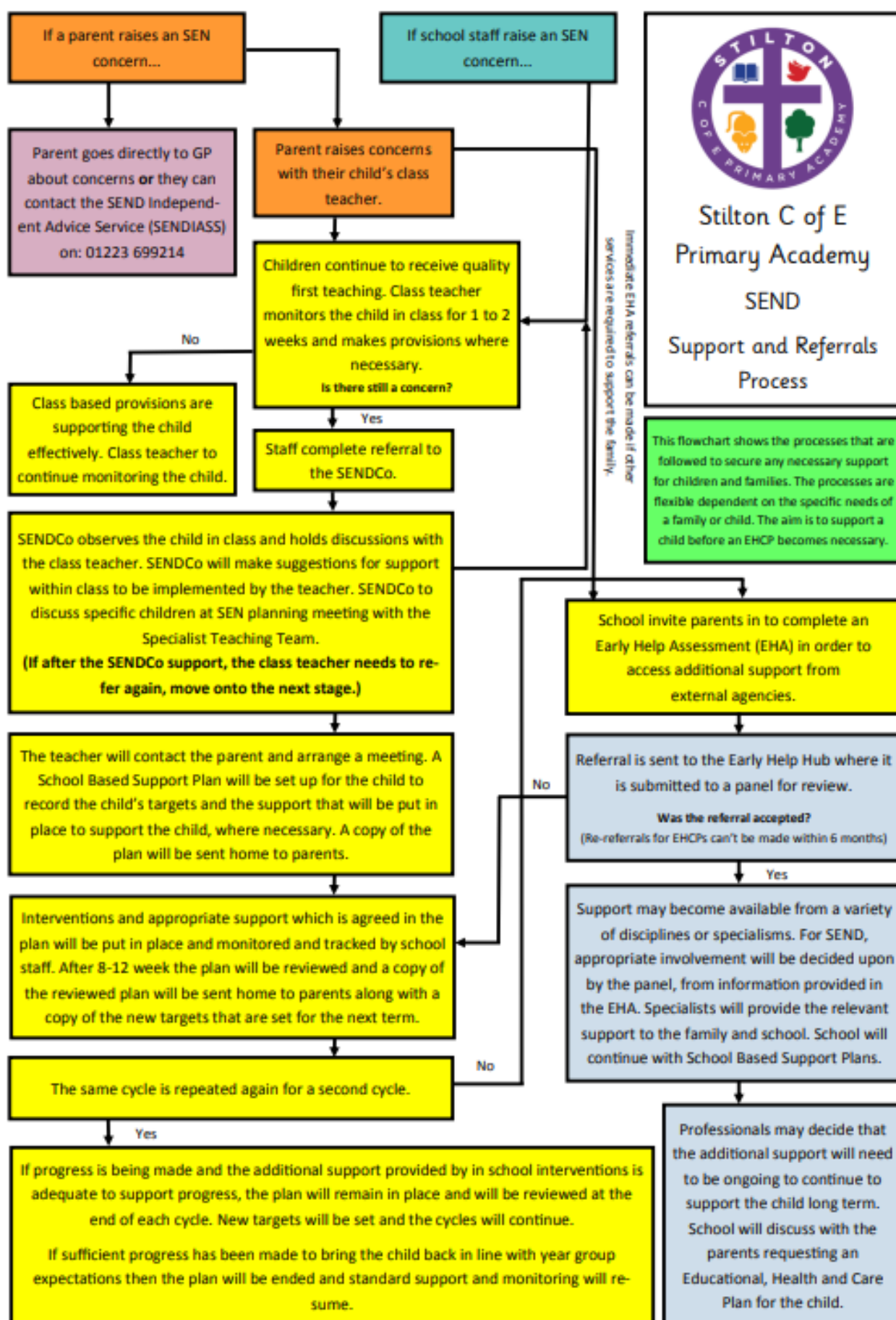
We aim to identify children with SEND as early as possible, recognizing difficulties in one of the following areas: communication and interaction, cognition and learning, social, emotional and mental health, or sensory and/or physical needs. Early identification helps prevent gaps in progress between children with and without SEND.

Each child's progress in English and Maths is closely monitored through regular assessments. If concerns arise, the Special Educational Needs Co-ordinator (SENCo) works with the class teacher to explore additional support, such as different teaching strategies or targeted interventions. The child's progress is then regularly reviewed. A flow chart is available to help illustrate the steps taken in this process.

We also observe children's personal, social, emotional, and behavioural development both inside and outside the classroom to gain a full understanding of their needs. Throughout this process, we keep parents informed and encourage their input to ensure the best support for their child.

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Please refer to the following flow chart as a point of reference which is for both teachers and parents when a concern arises, outlining the steps we take to identify and support pupils with SEND. If a pupil, whom already has additional needs identified, joins the Stilton family from another school, we will communicate with their previous setting to ensure a smooth transition and determine the necessary provision required.



3. What are the arrangements for consulting parents with SEND and involving them in their education?

We recognise that often as parents you are the expert when it comes to your child's needs and aspirations. That's why we want to ensure you have a clear understanding of how we are working to meet those needs, so you can share your insights on what might work best for your child.

We also value hearing from you regularly to build a fuller picture of how the SEN support is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know immediately so we can adapt our provision to stay as relevant and effective as possible.

All children identified as having special educational needs are added to the school's SEN register and will have an Assess, Plan, Do, Review document. This is regularly reviewed, and as part of the process, class teachers will seek your input and provide updates on progress. Together, as a team around the child, we can agree on the best strategies and targets moving forward.

4. What are the arrangements for consulting pupils with SEND and involving them in their education?

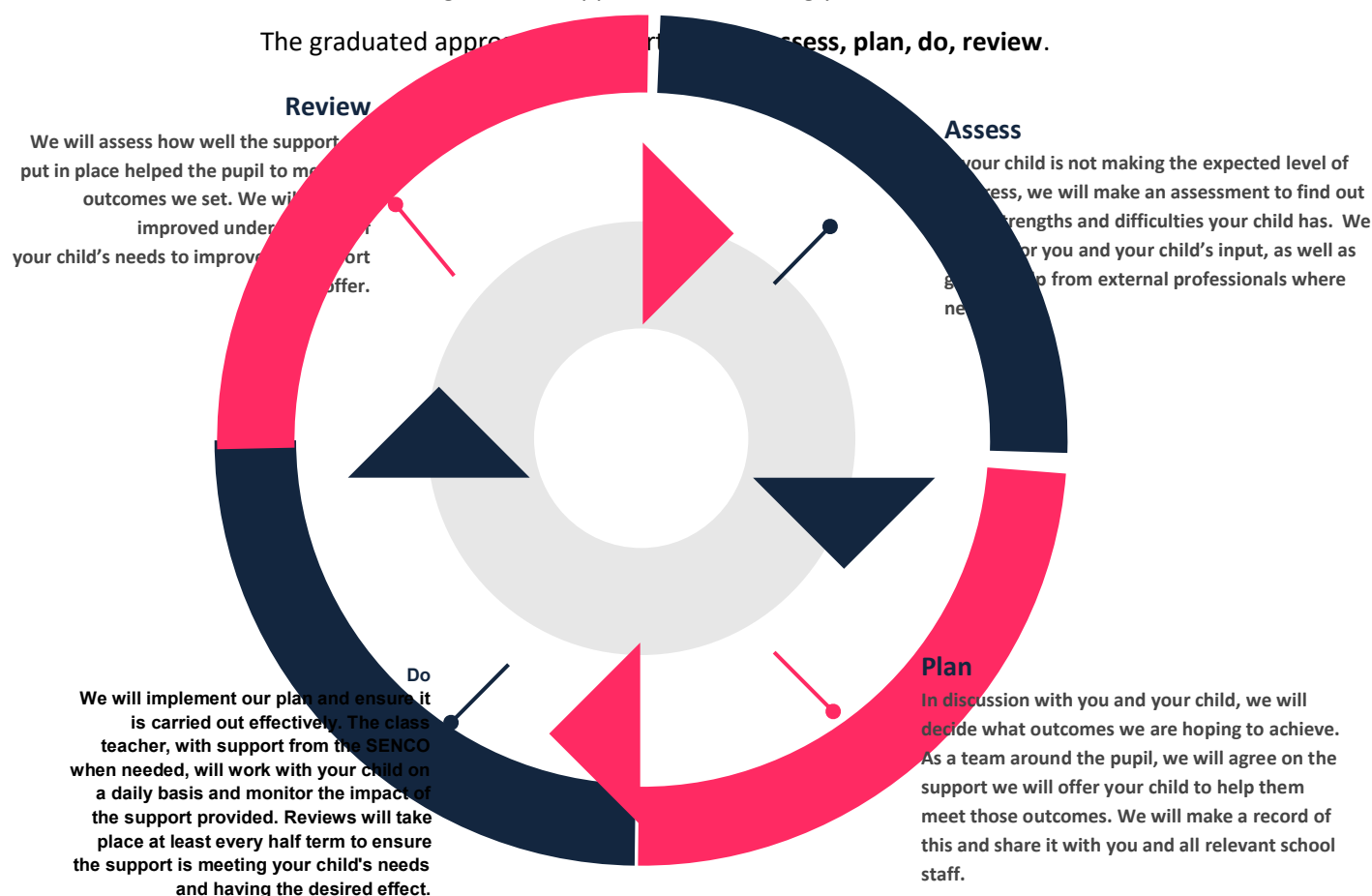
We ensure that, where possible and appropriate, pupils are included in consultations with parents/carers. They are invited to share their views and contribute to understanding and shaping their support which is part of their individual Assess, Plan, Do, Review (APDR). All targets and intended outcomes are shared with the pupils, and they are encouraged to suggest any changes or adaptations they feel are necessary.

Arrangements are in place for class teachers to alert the SENCo if a pupil's views are not included due to their needs so this can be captured in a different way. We aim to understand how every pupil feels about the support we provide.

Additionally, pupils are asked to regularly update their own individual one-page profile, giving them the opportunity to share their perspective on what helps them and what they like or dislike. This enables the class teacher to better understand and respond to each pupil's individual needs.

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.



The process is continual, especially when addressing larger areas of need. Every intervention is reviewed using data collected both pre- and post-intervention to assess its impact. Sometimes, a pupil may require additional support for a period of time, and once progress is made, they may come off the special educational needs register. However, if new or different needs arise later, they may be added back onto the register to receive support in that area.

This process is not about simply getting children onto the register and never revisiting it—it's about ensuring each pupil receives the appropriate support at the right time. While some pupils may come off the register as their needs change, not all pupils will. The goal is always to provide the right level of support at each stage of their learning journey.

Your child's targets and interventions will be recorded on their individual support plans and on school Provision maps, which are regularly reviewed and monitored closely by Mrs Evans-Lee (SENCo) in collaboration with the class teachers and the senior leadership team.

6. What arrangements are there for supporting children in moving between phases of education?

We have a series of transition arrangements to support children and parents who are entering from local pre-schools. This includes a range of activities across the year that enable the children to get to know us and staff to meet them. During year 6 there are opportunities for children to visit secondary schools and meet their teams to identify which one might be most appropriate for your child. Where a pupil has SEND there may be additional opportunity for you to meet with the SENCO at the secondary school of your choice. We also arrange in year 6 for additional visit(s) for those children who we feel will find the transition particularly difficult. Where children transfer mid-year, our SENCO will arrange a discussion with the SENCO of the receiving school. We will keep you informed of how your child's new school will be maintaining any provision we have already established.

7. How do you ensure that children with SEND are fully included in the classroom and receive the appropriate support to meet their individual needs?

Our priority is to ensure we deliver quality teaching, aiming for all lessons to be outstanding. Part of our criteria for a good and outstanding lesson is that children with SEND are catered for appropriately.

We expect that:

- Teachers have high expectations for what our SEND pupils can achieve.
- Each lesson is considered in relation to the needs of all the pupils in the classroom.
- Teachers support each other by sharing their areas of SEND expertise to meet the needs of all our pupils.
- Teachers vary the strategies they use and the way they approach their lessons to address the different learning needs of the students in their classes.
- Teachers and teaching assistants work closely together in targeting pupils whose assessments indicate they are making less than expected progress.

It is also important that pupils are included as much as possible in the classroom. Where necessary, individual adaptations will be made to support their learning, but we aim to remove them from the classroom environment as little as possible to ensure they remain part of the learning experience with their peers.

8. How are adaptations made to the curriculum and the learning environment of children with SEND?

We aim to ensure that all our children can access all aspects of the curriculum and can use all the facilities in the school. We make reasonable adjustments within the classroom and to resources to meet the range of needs. Although we have long-term plans to ensure a broad and balanced curriculum in our schools, class teachers plan on an individual basis for their class. This ensures that the plans are tailored to meet the needs of the children in each year group. Resources are selected specifically and are tailored to the individual needs of the child and any outcomes identified as part of their profile or education, health and care plan (EHCP). Class teachers are provided with advice from occupational therapists and other experts on ways the classroom can best suit the needs of children with disabilities or specific problems that must be addressed.

It's important to recognize that while high-quality teaching and classroom adaptations are fundamental in supporting all pupils, there will be occasions when additional interventions are necessary. These interventions provide more targeted support to ensure that pupils who require extra help are able to meet their learning goals. Whether it's due to learning difficulties, behavioral challenges, or emotional needs, these interventions are designed to complement the strategies already in place and offer the specific, individualized support that some pupils may need to succeed. The table below outlines a few examples of the current interventions available, each aimed at addressing different aspects of pupil needs, from academic to emotional support.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Attention Autism Bucket Colourful semantics.
	Speech and language difficulties	Individual interventions based on targets from assessments (both internally and externally).
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Reading and spelling for High frequency word small group interventions. Spelling interventions.
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation Lego Based Therapy. Attention Autism bucket Calming Corner Rainbow Room.
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Provision and resources provided.

	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	
	Physical impairment	Adaptations when required.

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

Staff training is regularly audited to identify any areas where additional training is needed, which is then delivered through both internal and external providers. If we are due to admit a pupil with a medical condition or SEND that we have not previously encountered, the SENCO, along with the person responsible for administering medicines, will arrange targeted training with support from external specialists.

10. How is the effectiveness of the provision made for children evaluated?

Our regular Pupil Progress meetings are an opportunity for the class teacher to share progress not only of individuals but of the effectiveness of strategies being used. We track pupils as individuals but also as groups to ensure that our provision is enabling all our children to progress and is correctly targeted. Class provision maps are completed by teachers and are reviewed every half term. The impact of interventions is regularly monitored by the SENCO. Our governing body is closely involved at every stage in monitoring the effectiveness of our SEND provision.

This includes our link SEND governor:

- Having meetings with the SENCO
- Involved in the review of the SEND policy
- Governor involvement in writing the annual SEND information report

11. How are children with SEND enabled to engage in activities available to children in the school who do not have SEND?

We provide a range of enrichment activities which include:

- After-school activities
 - Every year group has at least one trip a year
- All of these activities are available to all of our children. If there is an activity that you would like your child to take part in but you are unsure how we can support them with this, please contact your child's class teacher. Arrangements are made for each visit to accommodate any specific medical or SEND there might be. We liaise closely with you to ensure you have all the necessary information.

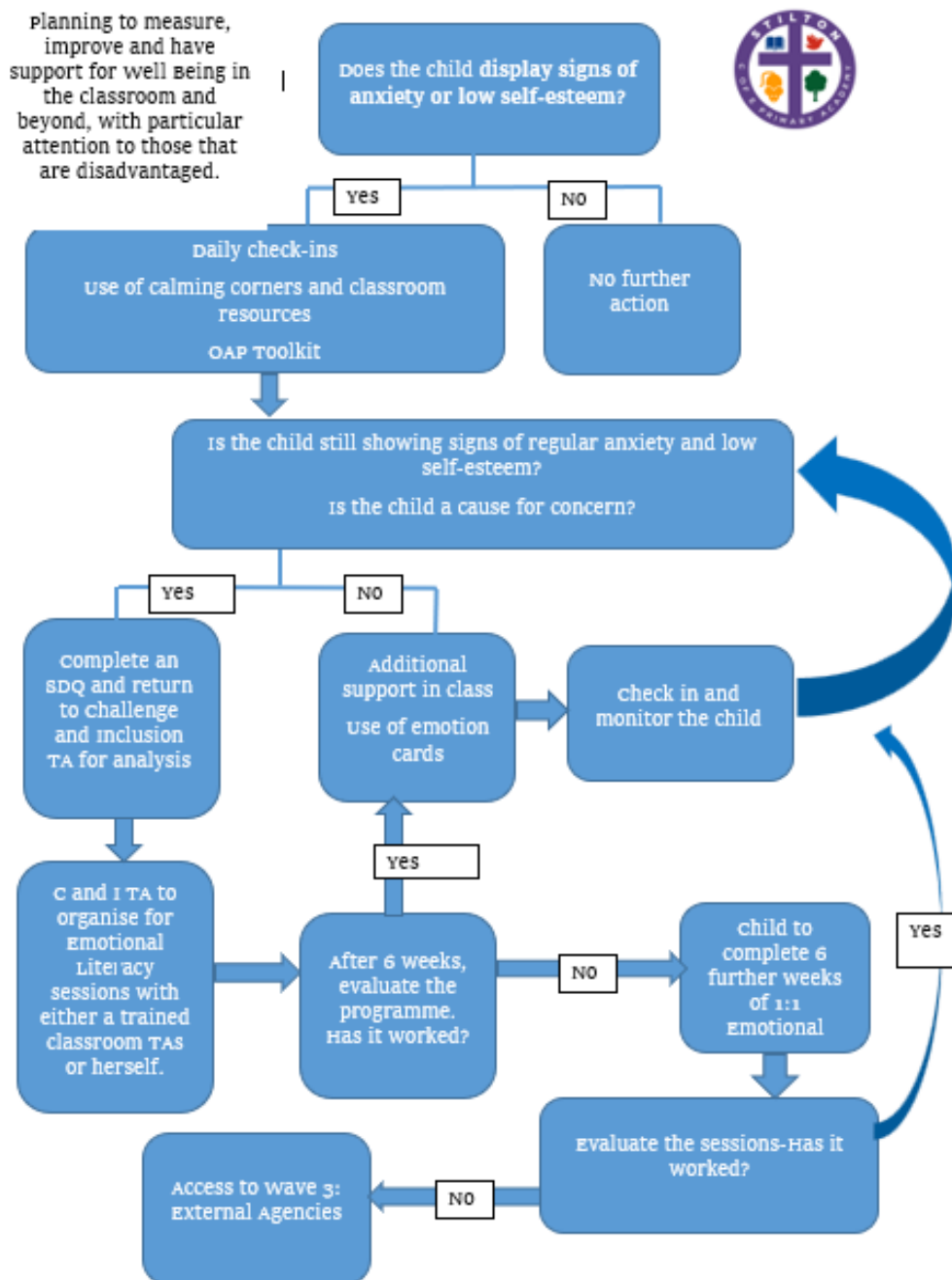
12. What support is available for improving emotional and social development?

We know how important it is for children to develop emotionally and socially, so we provide plenty of opportunities for your child to grow in these areas. Our curriculum helps pupils:

- Build resilience
- Recognise their strengths
- Improve their self-esteem
- Make friends within and across year groups
- Understand their role as important members of our school community
- Take on leadership responsibilities

Through our Personal, Social, and Health Education (PSHE) curriculum, your child will have the chance to explore who they are and how they feel. Our school values of Love, Joy, and Respect are shared and discussed in Collective Worship. PSHE also gives children a space to talk about personal issues, either individually, in groups, or with the whole school.

We also use calming corners in classrooms to support pupils when they need a moment to regulate their emotions. Teachers and teaching assistants are supported by Mrs Dee, our Challenge and Inclusion Teaching Assistant, who has a wealth of experience in helping children with personal, social, emotional, and mental health challenges. If your child is struggling with something—whether in or outside of school—they may receive short, supportive interventions. We regularly communicate with you and work in partnership with both you and your child to ensure the best possible support is in place, using Mrs Dee's expertise and a range of tailored resources to meet your child's individual needs.



13. How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families?

When necessary, referrals are made to the relevant external agencies for support. The range of services available can be found on the [Cambridgeshire Local Offer website SEND Information Hub \(Local Offer\) - Cambridgeshire County Council](#)

14. What are the arrangements for handling complaints from parents of pupils with SEN about the provision made at the school?

We want to make sure you're fully involved in your child's SEND assessment, planning, provision, and evaluation. Throughout this process, there will be plenty of opportunities for you to discuss any concerns with the class teacher and the SENCO. If you ever feel that the support provided isn't meeting your child's needs, please don't hesitate to reach out to our Headteacher, Mrs King, who will be happy to have a conversation with you.

Our named governor for SEND is Iain Fairlie and you can contact them through the school office if you'd like to discuss anything further. Additionally, the Trust Complaints Policy is available here – [Complaints Policy](#). If you feel the need to formally raise a concern about an EHC needs assessment or EHC plan, more information is available on the [Cambridgeshire County Council](#) Local Offer SEND Information Hub (Local Offer). We're here to work together with you to ensure the best support for your child.