Stilton C of E Primary Academy
SEN Information Report

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Our Values and Vision

Our school's Christian values underpin our approach to SEND.

- **Love** - We celebrate the unique identity of every pupil, ensuring children with SEND feel deeply valued, cared for, and emotionally secure in their learning environment.

- **Community** – We foster a culture of belonging where all pupils learn alongside their peers, ensuring children with SEND are fully included in every aspect of school life.

- **Ambition** - We hold high expectations for all learners, providing the scaffolding and assistive tools necessary for pupils with SEND to unlock their potential and celebrate their own milestones.

- **Respect** - We actively remove barriers to learning by providing tailored support and adaptive teaching, ensuring every child's diverse abilities and perspectives are respected.

- **Trust** - We build strong partnerships with families and specialists, creating a safe space where pupils feel confident to take risks, voice their needs, and express their authentic selves.

Introduction

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 to ensure all children are successful in their learning, accessing an ambitious curriculum in an inclusive and nurturing environment.

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.

Identification of SEND at Stilton C of E Primary Academy

Identifying Need

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, ensuring every child receives the support they need to thrive.

We identify children who may have special educational needs (SEND) by considering information from:

- Your child's pre-school or previous school.
- Parents' and carers' concerns.
- Reports and advice from other professionals.
- Assessments carried out in school.
- Observations of your child's learning, development and interactions in school.

We value parents' knowledge of their children and work in partnership with families to understand and meet their needs.

We use a four-wave graduated approach to identify needs, provide appropriate support and regularly review children's progress.

If you have concerns about your child's learning or development, please speak to their class teacher or our SENCO.

If my child is having difficulty with an area of learning, how will the school staff support them?

If you are concerned about your child's learning or development, please speak to their class teacher or one of our SENCOs. If a member of staff identifies a difficulty, they will discuss this with you and work together to understand your child's needs.

We may adapt classroom activities, provide additional support or introduce targeted interventions. Where appropriate, a SEN Support Plan (SSP) may be put in place using the Assess, Plan, Do, Review approach. This allows us to set targets, provide support and regularly review your child's progress.

Depending on your child's needs, support may include classroom adaptations, help from a learning support assistant, small-group interventions or advice from external professionals.

Parents and carers are involved throughout the process. We will keep you informed of your child's progress and may suggest ways to support their learning at home. Our SENCO works with class teachers to ensure that support is appropriate and helps children make progress.

How do we encourage you to raise your concerns?

At Stilton C of E Primary School, we value the views of parents and carers and want you to feel comfortable sharing any concerns about your child's learning, development or wellbeing.

You can speak to your child's class teacher or our Special Educational Needs Co-ordinators (SENCO), Nicola Gadsdon or Samantha Goddard, at any time. You do not need to wait for a formal meeting to discuss a concern.

We offer parent consultations throughout the year, giving you the opportunity to discuss your child's progress, raise concerns and find out what support is in place.

We will work with you to agree on the next steps and share ideas for supporting your child at home. Open communication and working together help us ensure that your child feels supported and can achieve their potential.

Support For Your Child

SEN Support Plans

Every child on our SEND register receives a personalised SEN Support Plan designed to map out their unique needs and the exact teaching strategies we use to help them thrive. We use a graduated approach called Assess, Plan, Do, Review, and we will always write this plan together with you during parent consultations or Sen Support Plan meetings—giving you the perfect opportunity to share your child's successes, chat through any worries, and for us to work together to plan specific homework activities which will help reinforce learning at home.

If your child has an Education, Health and Care Plan (EHCP), they will also have one of these SEN Support Plans to ensure every single one of their long-term goals is being actively worked towards in the classroom. While the class teacher brings this plan to life every day, the SEN team closely monitors its progress to make sure it is genuinely working and helping your child achieve their very best.

Support

The class teacher is responsible for the needs of every child being met. Teaching assistants may also support throughout the day within the classroom, under the direct supervision of the class teacher. There may be more than one teaching assistant working within the classroom throughout the week. The SENCo will monitor SEN provision and ensure the support in place is effective. Some children access more specialised support such as Speech and Language Therapy of Occupational Therapy through a referral process and an assessment. SEND Services may also provide a specialist teacher or educational psychologist to help parents, school and the child,

unpick the child's needs and offer advice and recommendations. The range of services available can be found on the Cambridgeshire Local Offer website SEND Information Hub (Local Offer) - Cambridgeshire County Council

Feedback

At Stilton, we use 'in the moment' marking as a highly effective classroom strategy where teachers provide pupils with immediate, verbal feedback during the lesson rather than marking books later. By engaging with your child while they are actively working, we can instantly celebrate their successes, clarify any misconceptions on the spot, and guide them toward their next learning steps. This real-time approach is particularly beneficial for pupils with Special Educational Needs and Disabilities (SEND), as it reduces the memory demands of delayed corrections, boosts learning confidence, and allows them to make meaningful progress right away.

Social and Emotional 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 and to 'Flourish Through Friendship'
- 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, Trust, Community, Ambition** and **Respect** are shared and discussed in Collective

Worship. PSHE also gives children a safe space to talk about their views, emotions and experiences.

All classrooms have a calming corner to support pupils when they need a moment to regulate their emotions. Teachers and teaching assistants are supported by our SEND Team who have 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.

Accessing the Curriculum

Inclusive Environments

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.

At Stilton C of E Primary Academy, we provide a range of enrichment activities which include after school clubs and school trips. 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.

Adaptations

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 recognise 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.

Working In Partnership

Parent Voice

At Stilton C of E Primary Academy, our staff understand that you are the expert on your child and are their first, most important educator. We view supporting children with Special Educational Needs and Disabilities (SEND) as a close partnership, and we want to give you a strong voice in planning their care, sharing your insights on what works best, and telling us how they are doing outside of school. Every child identified as needing extra support is added to our school SEND register and receives a personalised SEN Support Plan; this plan is regularly updated by the class teacher, who will always seek your input and keep you fully informed of their progress. By working together as a dedicated team around your child, we can quickly adapt to any changing needs or aspirations, celebrate their successes, and agree on the very best targets and strategies to help them blossom.

Child Voice

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.

The Review Process

Monitoring

To make sure every child gets the absolute best support, our teachers regularly sit down to carefully review each child's individual progress, alongside regular classroom observations by our SEND Team to see our learning strategies in action. On top of this, our Grace Schools Central Team conducts regular check-ins and audits to make sure our training, staffing, and resources are of the highest standard. We are also incredibly fortunate to have a highly respected Trust Director of Inclusion guiding us, which ensures our Special Educational Needs and Disabilities (SEND) support is constantly evolving so that every child's unique needs are deeply understood, met, and celebrated from their very first day with us.

Reports and Parents Evening

All students will have regular reviews of their progress in the school which will be communicated to parents through reports and parents evenings. The model the school intends to adopt for parents evenings will allow a termly meeting between parents and their child's class teacher. Where a child is receiving additional support, the class teacher will know what the support is and how well it is going, but may be supported in the meeting by the SENCO.

SEND Reviews

Where a student is on the SEND register under the SEN-K code (SEN Support) the school will share the students SEN Support Plan each half term. This will provide a clear overview of the support plan that is in place for that student and allow an opportunity to discuss this for parents. As well as receiving a copy of the SEN Support

Plan each term, a child with an EHCP must have a review at least once during an academic year. These reviews will be co-ordinated by the SENCO and include input from the student, parents, teachers and other professionals where needed.

Removal from the SEND Register

Where a student no longer needs support that is additional to or different from other children in the school, then the child will be removed from the SEND register.

Transitions

Starting School

We understand that educational transitions can be a period of both excitement and anxiety, which is why we have established a robust, comprehensive framework to support your child at every milestone. For children entering Reception from both our pre-school and local pre-schools, our transition begins in the summer term with welcoming Stay & Play sessions, alongside parent information meetings and personalised nursery visits conducted by our Early Years team. Where a child has identified SEND, collaborative transition meetings with pre-school staff, family support professionals, our Early Years SENCO, Nicola Gadsdon, and the class teacher will be arranged, to ensure all existing strategies are securely in place before their first day.

Moving Forward

As pupils move up through the school each year, we facilitate 'move-up' days where they spend time in their new environment with their next teacher, supported by detailed professional handovers between staff to discuss successful learning interventions and, where helpful, the use of visual Social Stories to reduce anxiety.

As our Year 6 pupils prepare for Secondary School, we collaborate closely with local provisions, arranging for secondary staff to visit our pupils and coordinating a transition day in July; for children with SEND, we organise additional supportive visits to their new school, arrange multi-agency handover meetings, and facilitate extra opportunities for you to meet with their future SENCO to guarantee a seamless continuation of care.

Should your child transfer to or from us mid-year, we will always liaise directly with the receiving or previous school's SENCO to ensure all provision remains continuous and effective.

Staff Training

Staff Training

To ensure our values are lived daily, SEND and medical training are deeply embedded into our school's professional development framework. We proactively audit staff skills to deliver targeted, continuous training through both internal and external specialists, particularly when preparing for newly encountered needs or complex medical conditions. Our commitment spans comprehensive whole-staff training days, weekly briefings, and teacher observations focused entirely on inclusive practices. Furthermore, we equip our team with accredited intervention training, extensive first-aid certification, and a digital resource base of practical strategies, ensuring every educator is fully prepared to support and include every child.