



Suppose, Imagine, Succeed

STUDLEY
Infants' School

SEND Information Report

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SEND Governor: Lisette Martin

Contents Page

PART 1: INTRODUCTION	3
PART 2: THE RANGE OF SPECIAL EDUCATIONAL NEEDS FOR WHICH PROVISION IS MADE AT OUR SCHOOL	4
PART 3: ROLES WITHIN THE SCHOOL WITH RESPONSIBILITIES FOR SEND CHILDREN	5
PART 4: HOW WE IDENTIFY CHILDREN AND YOUNG PEOPLE WITH SEND	7
PART 5: ASSESSING THE NEEDS OF CHILDREN AND YOUNG PEOPLE WITH SEND	8
PART 6: OUR APPROACH TO TEACHING CHILDREN WITH SEND	11
PART 7: CO-PRODUCING WITH CHILDREN AND THEIR PARENTS	10
PART 8: ACTIVITIES AND SCHOOL TRIPS.	13
PART 9: HEALTH AND WELLBEING	12
PART 10: THE HARBOUR	13
PART 11: STAFF TRAINING	14
PART 12: TRANSITION	15
PART 13: EVALUATING THE EFFECTIVENESS OF OUR SEND PROVISION	15
PART 14: HOW TO MAKE A COMPLAINT OR RAISE A CONCERN	16

Part 1: Introduction

Welcome to Studley Infants' School's SEND Information Report. This document gives information about the provision we offer for children with SEND and forms part of Warwickshire and Worcestershire's Local Offer.

At Studley Infants' School, the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning, and to encourage them to explore opportunities outside their comfort zone, whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

The Curriculum at Studley Infants' School is planned to give opportunities for all pupils to develop essential knowledge and skills in addition to meeting their developmental needs. The school takes account of the milestones for each age group, the knowledge the pupils have and the skills they have already acquired. We must never lose sight of the fact that our pupils are aged between 3 and 7 years and due regard should be paid to first hand learning and learning through play.

September 2025 Information

We currently have 177 children on role.

There are currently 44 children on the Inclusion register with a range of needs from universal to specialist (25%)

17 children have an EHCP and all children on the Inclusion register have Learning Support Plans with regularly reviewed targets.

Part 2: The Range of Special Educational Needs for which provision is made at our school

At Studley infants' School, we support children with a variety of differing special educational needs, and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the code of practice 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

Accessibility - School is on single level. We have a brand-new purpose-built wet room near to our KS1 classrooms, which is accessible for wheelchair users and has a changing table. We also have an accessible toilet in our Reception classroom. Two classrooms have been soundproofed. As a school we are happy to discuss individual access requirements. Please contact Kayley at SENCO2055@welearn365.com.

Part 3: Roles within the school with responsibilities for SEND children

All the staff are dedicated to providing our children with the very best educational and life experiences possible. There are a range of expertise and talents throughout the staff which greatly benefits 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.

Class Teacher

Your child's class teacher is at the heart of a well-established pastoral system and will be the first point of contact for pastoral care. The Learning Support Plans for SEND pupils are developed through close liaison between the SENDCo and support staff on a termly basis. When planning, teachers set appropriate learning challenges and respond to children's diverse learning needs to enable them to participate effectively in curriculum and assessment activities.

Special Educational Needs and Disabilities Co-ordinator (SENDCo)- Kayley Ship SENCO2055@welearn365.com

The SENDCo is responsible for the day-to-day running of the provision of SEN by managing a range of resources, both human and material to enable appropriate provision to be made for children with special educational needs. The SENDCo co-ordinates the provision for and manages the responses to children's special needs, oversees the records of all children, in addition to acting as the link with external agencies, parents and other support staff. The SENDCo supports and advises colleagues, monitors and evaluates the special educational needs provision and reports to the Governing Body. The SENDCo and the headteacher evaluate high quality teaching through carrying out lesson observations, learning walks and work scrutiny.

Headteacher- Beccy Merritt

The Headteacher ensures that the daily management of SEND provision is effective by working closely with the SENDCo, teaching and support staff. The Head teacher keeps the Governing Body informed of all matters relating to its responsibilities for the provision of SEND such as how the funding allocated to support special educational needs has been employed.

SEND Governor- Lisette Martin

The SEND governor has specific oversight of the school's provision for pupils with special educational needs. The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. Termly meetings with the SENDCo and SEND governor take place.

Teaching Assistants (TAs)
Teaching Assistants are directed by the SENDCo or class teachers to support pupils with SEND when it is felt that this will improve outcomes for the children. This could take the form of planned small group targeted interventions or more specific one-to-one support. Provision usually takes place away from the main classroom. TAs may also work in the classrooms to maximise the impact on learning during the planned activities. For pupils with very high or complex levels of SEN or disabilities, a TA may be directed to support an individual pupil for longer periods of the school day. However, the school aims for pupils to work as independently as possible, and with a wide range of peers and adults, to ensure that pupils with such high levels of SEN or disabilities are included in classroom activities as much as possible. All decisions regarding TA support are made with reference to the EEF Deployment of Teaching Assistants recommendations.

Part 4: How we identify children and young people with SEND

In some cases, children join us with their needs already assessed. We encourage all parents to be open about what types of previous support their children may have received from birth so that we are aware of any pre-existing conditions, concerns, or whether they were born prematurely. This is so that we have a full picture of anything that may impact on how they learn. We can then address any staff training needs or additional adaptations to the induction process or environment, so that every child's start to school is a successful one and we can meet individual needs. We will arrange a meeting with outside agencies such as the previous setting, Health Visitor and the Integrated Disabilities Service (IDS) for additional transition advice where appropriate.

At Studley Infants' School (SIS) children are assessed against National expectations and age-related expectations, so that we can build upon their prior learning. Children are assessed regularly throughout the year and for some identified children, their progress is tracked through termly review meetings, involving the class teacher and parents.

Early identification of children with SEND is a priority. These include:

- Liaison with pre-schools/previous school.
- Concerns raised by parents/carers.
- Concerns raised by teachers/ teaching Assistants
- Teacher assessments.
- Baseline Assessments
- Year 1 Phonics Screening Check.
- Regular teacher assessments, Learning Support Plan Review and Pupil Progress Meetings.
- Liaison with external agencies e.g., Speech and Language Service.
- Communication from medical professionals and parents/carers.
- Thrive Screening

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.

- Support from Specialist Teaching Service (STS) and Educational Psychologist services (EPS).
- Referrals can be made to COMPASS, Occupational Therapy, Speech and Language, Visual Impairment and Hearing Impairment services.
- School can seek support and refer to the Mental Health Support Team (MHST) and CAMHS.
- We have two members of staff trained in Early Support.

- SENDIAS (kids.org.uk) and Family Information Service (FIS) (warwickshire.gov.uk/children-families) information is available.
- We have a Play Therapist that comes into school weekly to work with selected children.

Education and Health 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 successfully met by the interventions already put in place, an EHCP will be considered. The EHC Plan is a legal document that incorporates all information about the child from birth to 25 years. It describes their needs and details the additional support which will be provided to meet those needs. All parties involved with the child contribute to this plan.

The decision to request an EHCP is made via ongoing consultation with parent/carers, the child, and external support services. The request is made to Warwickshire Local Authority. The process is defined by a specific timescale and statutory procedures. Not every child with additional need will be given or need an EHCP.

If successful, the process from sending the paperwork off, to the Draft being written is 20 weeks.

Please see the Warwickshire website for further information about EHCP and the process <http://www.warwickshire.gov.uk/requestehcassessment>

Part 5: Assessing the needs of children and young people with SEND

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 Inclusion register. All children accessing SEN support who are identified as having special educational needs (SEND) have an individual Learning Support Plan which is reviewed termly. Their Learning Support Plan contains information about their strengths, support and strategies used 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:



Assess – Tracking individual progress over time. If a child is not making expected progress despite high-quality teaching, the class teacher will consult with the SENDCo and parents to decide if additional provision is necessary.

Plan – The SENDCO will be involved in discussion with the class teacher and advise on an individual Learning Support Plan, detailing additional support, to be put in place. This will be written by the class teacher in consultation with the pupil, parents/carers, and SENDCO.

Do - Providing the support – extra assistance for learning – as set out in the Learning Support Plan.

Review – Measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – pupils, parents, Class teacher, SENDCo and outside agencies contribute to this review. This stage then informs the next cycle.

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

Part 6: Our Approach to teaching all children

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

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. We use the EEF guidance 'Five a Day' and embed the key principles into all our lessons.

Quality first teaching strategies are always the first point of call to support a child within the classroom. These are some of the strategies used by every teacher in every classroom to promote inclusive learning for all.



Visual timetables	Task boards	Individual timetables	Ear defenders
Now and Next	Talk partners	Zones of Regulation	Timers
Learning Aids	Word banks	Weighted lap cushion	Visual aids (Widgets)

Part 7: Working in partnership with children and their Parents

Studley Infants' School works closely with parents to support their children. We encourage an active partnership through an on-going dialogue with parents. We encourage parents to be part of their children's learning journey and therefore if you have any concerns, we would encourage you to contact the class teachers, in the first instance. This can be done by contacting the school office on 01527 852491 to book an appointment.

Often, those concerns can be easily addressed and a quick resolution found. Our class teachers know the children well and should be able to answer most of your questions. Where issues such as behaviour or confidence are impacting on a child's ability to make progress, these will be raised with parents so next steps can be discussed to ensure the child is appropriately supported. At Studley Infants' School we understand that all behaviours are a communication that we need to understand in order to support the child's next steps.

Nursery - Beth Richards, Clare Ward and Debbie Moon

Reception - Lisa Clemson

Annette Landucci / Kayley Ship

Year 1 - Kirsty Weller

Year 1/2 - Nikki Jager

Year 2 - Mary Graham/Pariss Gandy



All parents are invited to attend Parents' Meetings, which are held twice a year. During these meetings class teachers will discuss how Quality First Teaching is supporting your child. This is an opportunity to discuss your child's progress with their class teacher who can offer you advice about supporting your child's learning at home.

Some children require further support than parent meetings. Families are signposted to various organisations and kept up to date with events that are being organised.

- A local run Autism Group- [Autism West Midlands](https://www.autismwestmidlands.org.uk)
Phone- 0121 450 7575 Email- info@autismwestmidlands.org.uk
- Free, impartial, confidential advice- The Warwickshire SEND Information, Advice and Support Service ([SENDIAS](https://www.sendias.org.uk))
Phone- 02476 366054 Email: support: warwickshire@kids.org.uk
- [Family information Service](https://www.fis.warwickshire.gov.uk)- Phone- 08004081558 Email- fis@warwickshire.gov.uk

In addition to this, the parents of children who are on the school's Inclusion Register will be invited to attend termly Learning Support Plan Review Meetings, where there will be an opportunity to liaise with school staff and outside agencies if considered appropriate. Parents and children are asked to contribute their views on progress and provision. This will be reviewed and shared with parents and children on a termly basis so that they know what targets everyone is working on and are involved in evaluating and celebrating their successes.

The Warwickshire Inclusion Charter sets out what all children and their families should expect from school across Warwickshire in line with the code of practice.

Warwickshire Schools' Inclusion Charter

Inclusion is Everyone's Responsibility

Our Vision:

For schools to be places where everyone feels valued, included, safe, supported and welcome. We will work together to enable all our children and young people in Warwickshire to lead a fulfilling life and be part of their community.

The Charter:

This charter sets out what all children and young people and their families should expect from schools in Warwickshire, in line with the SEND Code of Practice.

Welcome and Care

We will:

- Understand that every child is an individual
- Recognise the value of inclusion
- Make time to get to know you and what is important to you and your family
- Establish and build on positive relationships
- Make time to respond to your needs
- Work closely with all relevant people to ensure successful transitions
- Ensure children and young people's voices are at the heart of all we do



Communicate

We will:

- Listen calmly and respectfully, with patience, ensuring you feel heard and understood.
- Establish how to provide and seek information in a way you can access and understand
- Recognise all behaviour is a form of communication
- Explain what can be done and any limitations
- Communicate in a way that means you can participate in planning and decision making
- Provide clear guidance on who to contact and respond promptly
- Make you comfortable by using positive and helpful language
- Create and maintain communication friendly environments



Developing and nurturing each of these commitments to build

TRUST



Value and Include

We will:

- Remember inclusion is everyone's responsibility
- Be proactive in providing reasonable adjustments
- Ensure our SENCo is able to support families and staff
- Inform and support you of any planned changes as soon as possible
- Ensure that children and young people with SEND are valued and included in pupil voice activities
- Identify needs early and assess, plan, do, review with support from appropriate agencies
- Ensure our children and young people have a trusted person who checks in with them at least weekly
- Have a 'can do' attitude and build on everyone's strengths
- Recognise and meet the training needs of our staff



Work in Partnership

We will:

- Give you opportunities to share your views
- Do our best to understand and consider your ideas
- Involve you in developing shared plans for you and our school
- Value you as an equal partner and recognise your experience and knowledge
- Understand that every family is different and has different resources
- Engage with community groups
- Collaborate across settings to share good practice
- Work together with you and other people to recognise need and support you on your journey as a family



Signatures:

[Signature]

Leader of Warwickshire County Council

[Signature]

Chair of Warwickshire Parent Carer Voice

[Signature]

On behalf of Schools Consortia and Area Networks

[Signature]

On behalf of IMPACT (Young People's Forum for SEND)



Part 8: Activities and School Trips

All children are included in all parts of the school curriculum and we encourage all pupils to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.

- Risk assessments take place to identify and minimise risks
- Staff should choose locations that are accessible to all children
- Staff plan for all children to be included in activities.
- The school will use its best endeavours to provide additional support where required.

No child is ever excluded from taking part in extra-curricular activities because of their disability or SEN.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangement we have made to help children with SEND access our school.

Part 9: Health and Wellbeing

- We follow the 'My Happy Mind' scheme of work for the teaching of Personal, Social and Health Education (PSHE). This scheme was chosen as it incorporates PSHE, emotional literacy, social skills and spiritual development in a comprehensive scheme of work.
- All classroom staff have had Thrive training and use strategies for relaxation and wellbeing in the classroom.
- We have two trained Thrive Practitioners in school, available for advice and guidance.
- We have a positive approach to managing Behaviour and Relationships, and use a Restorative Approach. This offers children the opportunity to take responsibility for their own behaviour, the main focus being on strengthening and repairing relationships. See our Relationships and Behaviour Policy.
- We have an Emotional Support Register for children who need extra support in school.
- We have a wealth of experience amongst our staff and we ensure all support staff are effectively deployed to support children throughout the school.
- We believe in a play-based curriculum where children can learn through interaction with their peers and the environment.
- Emotional Literacy and Listening groups can be run in school but are dependent upon staff availability, training and children's needs.
- We are in contact with Mental Health Support Team for School which provide early intervention on some mental health and emotional wellbeing issues. We are able to make referrals in collaboration with parents and carers.
- We work closely with our school nursing service and can refer and seek advice when needed.
- We have a Play Therapist once a week who works with three children a term to support their mental health and wellbeing.
- E-Safety is taken very seriously and safety contracts are reviewed regularly.

Medical:

- All medicines are carefully monitored and recorded in a book. Specific medication like inhalers and EpiPens are stored in the classrooms.
- Any concerns regarding the children are relayed to parents immediately.
- We have trained paediatric first aiders throughout school.
- Details of any medical needs such as allergies are clearly visible to all staff.
- Support through a School nurse- Compass and the integrated disability service.
- Support from hearing and visual impairment team.

Part 10: The Harbour

The Harbour

We are extremely lucky at Studley Infants' School to have a resource provision within our school called [The Harbour](#).

The Harbour is led by Amy Lesser as lead teacher and other amazing staff including one of our Thrive Practitioners and HLTA Louisa Baker. The Harbour is overseen by Kayley Ship, Assistant Head and Inclusion Lead.

In the Harbour, we are able to provide a quiet, communication friendly environment for children who are unable to access the curriculum in a mainstream classroom owing to their complex needs namely Communication and Interaction Difficulties including Autism Spectrum condition.

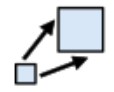
Our school is committed to fostering an inclusive environment where all children are valued members of our community. Where appropriate, children from the Harbour will access elements of the mainstream school—including the playground, hall, and classroom—to promote communication and build positive social relationships with peers across the school.

There will be a maximum of 13 children in the Harbour all with an Education Health and Care Plan. They will be supported by highly skilled staff with a wealth of expertise and experience.

Admission to the Harbour is through the Higher Needs Panel after a placement preference is listed in EHCP paperwork. Please get in touch if you would like to arrange a time to visit the provision.

Part 11: Staff Training

Studley Infants' School is committed to the continued professional development of staff. Five days per year are dedicated to staff training and this provides an opportunity to raise awareness of specific needs and effective support. The proportion and content of the training related to SEN varies according to the needs of the current cohort of children and the staff team. This is a snapshot of some of the most current training:

			
Autism and ADHD	Makaton	Intensive interaction	Team Teach
			
Managing Anxiety	Thrive	Attachment and Trauma	Speech and Language
			
Bucket Time and Task Boxes	Teacch Approach	Literacy Difficulties	Tac Pac
			
Autism with a demand avoidance profile	Increasing Engagement	Managing Low level behaviours	Opal

- Two Thrive Practitioners in school.
- School has contact with STS, IDS and the EP service to provide on-going assessment and advice.
- Additional training needs for teachers and support staff are discussed during their professional development reviews.
- Assistant Head and SENDCo is non classroom based for 4 days a week and readily available for support and advice.

Part 12: Transition

Studley Infants' School is a small village school with a strong commitment to inclusion. We strive to create a welcoming, caring, and secure environment where every child feels happy and supported. We place great importance on ensuring that transitions to and from Studley Infants' School are carefully planned and managed, making the process as smooth and stress-free as possible for pupils, families, and staff.

We work in close partnership with staff when pupils transfer to or from other schools, ensuring that all relevant documentation is shared and that individual needs are clearly communicated and understood. When a pupil joins Studley Infants' School from another setting, our staff make timely contact with the previous school to gather essential information and identify any specific requirements to support a smooth transition.

- For children joining our Nursery or Reception, an induction period with a staggered introduction is arranged by the Early Years team. Home visits or phone calls are offered where possible for all children entering Nursery, and those who are starting Reception who have not attended our own Nursery.
- Transition meetings are arranged for parents, where information is shared, as the children move through Key Stages.
- Transition meetings will be arranged for children leaving Year 2 where teachers and SENDCo will share relevant information to support this move.
- Additional visits to the child's new school may be arranged.
- Transition booklets are used for children moving between year groups and starting a new school, if appropriate.
- Meetings are held for teachers to hand over class information.
- All professional reports are shared with appropriate staff and stored securely.

Part 13: Evaluating the Effectiveness of Our SEND Provision

- All pupils with an identified Special Educational Need (SEN) will be added to the school Inclusion Register and the school information management system (SIMS). This register contains basis SEN information, such as each pupil's category/categories of need. This is updated half-termly by the SENCO. All teaching staff are able to access a copy of the Inclusion Register for the year groups in which they teach/support.
- Teachers along with the SENDCo review the impact of provision for SEND children on a termly basis through pupil progress meetings, Learning Support Plan review meetings and tracking through Insight.
- Learning Support Plans are effective in ensuring that individual needs are met.
- The SENDCo and SEN Governor meet during the year to review SEND provision.
- The SEND policy is reviewed regularly.
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Part 14: How to make a complaint or raise a concern

We encourage parents to be part of their children's learning journey and therefore if you have any concerns, we would encourage you to contact the class teachers in the first instance.

Alternatively, you may wish to speak with Kayley Ship (SENDCo) or Beccy Merritt (Headteacher). This can be done by contacting the school office to book an appointment or coming to Thursday morning SEND and well-being drop in with Kayley, 8.55 am– 10am.

We have a named SEND governor, Lisette Martin, who is also happy to address any concerns you may have.

What our Parents say:

'He is a completely unrecognisable boy to the one he was this time last year and I'll never be able to thank you all enough for your kindness and approach to him. It really has made a significant impact on all of our lives.'



What our Pupils say:

"I feel safe at Studley because I know the adults can help me"

