

# SEN INFORMATION REPORT

St Nicholas Church of England Voluntary Controlled Primary  
School



Approved by: Headteacher	Date: January 2026
Last reviewed on: 01/26	Next review date: 01/27

Our Christian vision is the foundation for all aspects of school life shaping leadership, policy and practice across the school.



**“With faith as small as a mustard seed we become STARs, nothing is impossible” – Matthew 17:20**

Just as the mustard seed grows from the smallest seed into the greatest of trees, we believe at St Nicholas every child holds the potential to grow, shine and flourish into something great. At our school we nurture that God-given potential- spiritually, academically and personally – so that every child may become a STAR – to Strive, Trust, Achieve and Respect.

## 1. School Vision & Values

At St Nicholas CEVC Primary School, we believe every child is uniquely created and holds God-given potential to grow, shine, and flourish into something great. Our inclusive Christian ethos reflects our commitment that all pupils are supported to achieve their very best, academically and personally.

We strive for:

- Equality of opportunity and anti-discrimination;
- High aspirations for all pupils, including those with SEND;
- A nurturing environment where every child is known and valued.

## 2. What is SEND?

A child has Special Educational Needs and/or Disabilities (SEND) if they have:

- A significantly greater difficulty in learning than most children of the same age;
- A disability which prevents or hinders them from making use of educational facilities.  
This includes needs across the 4 broad areas of SEND:
  - Communication & Interaction
  - Cognition & Learning
  - Social, Emotional & Mental Health
  - Sensory & Physical needs.

## 3. Identification & Assessment of Needs

Children’s progress is regularly monitored by class teachers and the SENDCo. Concerns may be raised by:

- Parents/carers
- Teachers and support staff
- Previous schools/settings
- The child themselves

We consider concerns about:

- Little or no progress despite targeted support
- Difficulty accessing the curriculum
- Persistent behavioural, emotional or social difficulties
- Sensory or physical barriers affecting participation

SEND may be formally identified through additional assessments and external agency advice where needed.

#### **4. Roles & Responsibilities**

##### **SENDCO:**

Miss Sawyer (SEND Coordinator).

Responsibilities include:

- Overseeing day-to-day SEND provision
- Supporting staff with assessments and interventions
- Liaising with external agencies
- Communicating with families

##### **Governing Body:**

Ensures statutory compliance and regularly reviews outcomes for pupils with SEND.

##### **Class Teachers:**

Responsible for planning and delivering inclusive teaching and identifying pupils who may require additional support.

#### **5. SEND Provision & Support**

##### **Universal (Quality First Teaching)**

All pupils receive high-quality teaching that is differentiated to meet diverse learning needs within class.

##### **Targeted Support**

When concerns are raised, additional in-class support or small group work may be provided by staff. Typical support includes:

- Targeted catch-up programmes
- In-class scaffolding and adaptation
- Small group teaching

##### **Specialist Support**

Where more specific needs are identified, withdrawal or individualised programmes may be used. We may involve external professionals including:

- Educational psychologists
- Speech and language therapists
- Specialist advisory support

Regular reviews ensure that support is adjusted to meet changing needs.

## **6. Graduated Approach (Assess – Plan – Do – Review)**

We follow the graduated approach:

1. **Assess** – Establish strengths and barriers to learning.
2. **Plan** – Identify outcomes and plan support.
3. **Do** – Deliver targeted intervention.
4. **Review** – Evaluate impact and adapt next steps.

This cycle is conducted termly at minimum and involves pupils and families.

## **7. Working with Parents and Families**

We view parents as partners. Parents are invited to:

- Discuss concerns with class teachers
- Attend meetings with the SENDCo
- Be involved in setting and reviewing pupil outcomes

Communication and parental engagement are central to successful provision.

## **8. Pupil Involvement**

Pupils with SEND are encouraged to voice their views about their learning and support. We adapt communication as needed to ensure all pupils are heard.

## **9. Inclusion & Accessibility**

St Nicholas CEVC Primary School is committed to inclusive practice. We ensure:

- All pupils access a broad and balanced curriculum
- Reasonable adjustments are made to environment or practice
- Barriers to learning are minimised

Accessibility considerations are reviewed regularly.

## **10. External Services & Agencies**

We work with external partners when appropriate, including but not limited to:

- Educational Psychology
- Speech & Language Therapy
- Specialist teaching services

- Health and social care professionals

Referrals are made with parental consent.

### **11. Monitoring & Evaluation**

Provision and outcomes are monitored by:

- SENDCo
- Leadership Team
- Governors

Evaluation includes academic progress, wellbeing, attendance, and feedback from pupils and families.

### **12. Complaints**

Any concerns about SEND provision should be raised initially with the class teacher or SENDCo. If unresolved, the school's complaints procedure can be followed, available from the school office or website.

### **13. Links to Local Authority & National Guidance**

This policy is informed by the *Children and Families Act 2014* and the *SEND Code of Practice (2015)*.