



St Nicolas C of E Academy

Together We Flourish

*Special Educational
Needs and Disability
Information Report*

Reviewed Autumn 2025



St Nicolas C of E Academy

School Special Educational Needs and Disability (SEND) Information Report

Vision and Values

Our vision as a Church of England primary school, deeply rooted in a strong Christian tradition, is to develop happy, young people with enquiring minds, a spirit of curiosity, respect for themselves, others and the environment so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.

Our vision draws inspiration from the Parable of the Sower which is found in the gospel of Matthew 13:1-9, 18-23 in the New Testament.

A farmer sows seed in a field:

- *Some seed falls on the paths, and the birds quickly eat it.*
- *Some seed falls where there are rocks, and not much soil. Plants grow quickly, but soon the sun dries them. There is not enough soil, and the plants die.*
- *Some seed begins to grow in a place where there are too many weeds. The weeds stop the growth of the plants, and the plants die.*
- *But some seeds fall on rich soil. So, the plants flourish.*

We strive to provide the rich soil that enables our children and adults to develop the deep roots that they need to flourish in the love and grace of God. Within our community, our Christian school nurtures growth and supports all to have the courage to face challenge and the resilience to persevere even when confronted by difficulties. We endeavour to provide abundant opportunities which provide a platform for unique strengths and talents to blossom, where everyone feels valued and has respect for themselves and others, and hope for the brightest future.

Our mission, as a school with a religious character, is to provide an education of depth and quality in a Christian ethos which ensures the children and adults have the nurturing and aspirational environment to reach their full potential.

To realise our mission, we endeavour to live out our vision through our school motto:

Together We Flourish

Christian Values are interwoven through our vision, mission and motto and are embedded throughout the curriculum with a particular focus given to:

- *Love (Compassion and Friendship)*
- *Peace*
- *Thankfulness*
- *Perseverance*
- *Service*
- *Hope*

Our one school rule of respect ensures everyone feels valued and is the lens through which all our values are viewed.

Equalities Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Welcome to our SEND information report, which is part of the Warwickshire Local Offer for Learners with special needs. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad areas of need are:

- *Communication and Interaction*
- *Cognition and Learning*
- *Social, Emotional and Mental Health Difficulties*
- *Sensory and/or Physical Needs.*

At St Nicolas CofE Academy, we embrace the fact that every child is unique and different. We therefore recognise that the educational need of every child is different.

As stated in the DfE Special Education Needs and Disability Code of Practice, underpinned by the Equality Act, Part 3 of the Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2014:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- *have a significantly greater difficulty in learning than the majority of others of the same age, or*
- *have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or **Mrs A. Parsons** the school's Special Education Needs and Disabilities Co-ordinator (SENDCO) or **Mrs Johnson**, the school's Deputy SENDCO.*

What kinds of SEND does the school provide for?

St Nicolas C of E Academy is a mainstream primary school that caters for the following needs:

- *Moderate and specific learning needs*
- *Medical and physical needs*
- *Social and emotional needs*
- *Social communication and speech and language needs.*

How does the school identify and assess the needs of children?

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. We identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap.*

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Additionally, the school will identify and assess the needs of children through:

- *Talking to children and parents*
- *Transition information from other settings*
- *Teacher and formal assessments to monitor and track progress*
- *Observation from the SENDCO and, where appropriate, implementation of the "assess, plan, do, review" cycle*
- *Requesting more in-depth assessments to be carried out by external agencies such as: Specialist Teaching Service, Occupational Therapist, Integrated Disability Service, Educational Psychology Service, Speech and Language Therapy Service.*

Where a pupil is identified as having SEN, we act to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a fourpart cycle, "assess, plan, do, review", through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

How does the school communicate with parents?

- *Parents' evenings*
- *Regular SEND Parent Forum and SEND Newsletter*
- *Phone calls or informal discussions*
- *Meetings with class teachers and/or the school SENDCO*
- *Written reports and review meetings.*
- *Parents are actively supported in contributing to needs assessments, developing and reviewing Education, Health and Care (EHC) plans.*

We recognise that parents' views are important during the process of carrying out an EHC needs assessment and drawing up or reviewing an EHC plan in relation to a child. We provide parents with opportunities to share their knowledge about their child and value their views and contributions and where possible will act upon these. At times, parents, teachers and others may have differing expectations of how a child's needs are best met. Sometimes these discussions can be challenging but it is in the child's best interests for a positive dialogue between parents, teachers and others to be maintained, to work through points of difference and establish what action is to be taken.

How does the school involve pupils with their learning?

Pupils' involvement in their learning and their views are highly valued at St Nicolas and we use a variety of methods for seeking these:

- *Through teachers' verbal feedback*
- *Pupils are encouraged to respond to feedback*
- *Opportunities for self and peer assessment.*
- *Pupils are actively supported in contributing to needs assessments, developing and reviewing Education, Health and Care (EHC) plans.*
- *We recognise that children have a right to receive and impart information, to express an opinion and to have that opinion considered in any matters affecting them.*

How does the school assess and review progress?

- *The school uses a range of strategies for assessing a pupil's progress such as: observation, pupil conversation, ongoing everyday assessment in class through questioning, pupil's work and more formal assessments.*
- *Pupil progress meetings are carried out to review the progress of each child in the school.*
- *Information is reported to parents at Parents' Evening and through end of year written reports.*
- *Individual Education Plans (IEPs), and their child's progress against desired outcomes, are shared with parents. Parents are provided with the opportunity to contribute to the target setting of the next steps for learning for their child.*
- *Parents of children with Educational Health Care Plans will be invited to a formal annual review of the plan and provision put in place based on objectives held within.*

How does the school support children moving between phases in education?

Our SEND support includes planning and preparation for the transitions between phases of education. To support transition, the school shares information with the school or other setting the child or young person is moving to. Furthermore, the school:

- Provides opportunities for pre-school children to visit school on several occasions*
- Arranges for Foundation Stage staff to meet parents as a group and individually*
- Produces an information booklet for pre-school parents and children*
- Consults with Pre-school settings as part of the transition process*
- Where possible, visit or consult with Pre-school settings*
- Makes specific visits to see children with SEND in their Pre-school setting*
- Meets with outside agencies involved with pre-school children*
- Supports children when moving year groups within school. All children will have the opportunity to visit their new year group on an Induction Day and where needed they have additional visits and support to understand new routines and build relationships with different members of staff.*
- Supports transitions to Secondary schools or alternative provisions. When moving to Secondary School, children make several transition visits. Those children whose need requires it may participate in a Transition Programme led by the SENDCO.*

What is the school's approach to teaching children with SEND?

In line with recommendations made by the DfE Special Educational Needs and Disability Code of Practice, we have a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We will use our best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

We believe that all pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. Additionally:

- We meet the needs of children with SEND through Quality First Teaching. We provide an engaging, broad and balanced curriculum which is designed to include all pupils.*
- Interventions are available to help to close the gaps in child's learning.*
- Social skills and friendship groups are supported at breaktimes and lunchtimes by staff and pupils.*

- *All staff have received training in supporting Mental Health and Well-being so that they can provide support for children.*
- *Pupils throughout the school are encouraged to be as independent as possible using the skills they have. This includes aspects of personal care, personal organisation, learning to be independent of full adult attention, moving around independently and how to overcome problems.*

How are adaptations made to the curriculum and the learning environment?

- *Class teachers differentiate learning to meet the needs of groups and individual children.*
- *Adaptations have been made to ensure that the school and facilities are accessible for children with physical and medical needs e.g. ramps, disabled toilet.*
- *Some working areas are available directly outside classrooms to cater for children who require a quieter workspace.*
- *Visual timetables are used in every classroom.*
- *Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements are considered as part of SEN planning and review.*

What expertise does the staff working with children with SEND have? How is their expertise developed?

- *The Teaching Assistants have a range of training for and experience of working with children with SEND. These include: Autism training, Protective Behaviours, Precision Teach, Attachment Training, Metacognition Training, Effective Interventions Training, Mental Health and Well-being and M.O.V.E.S Gross Motor Movement Training.*
- *Staff are kept update with SEND developments and have additional training from outside agencies to meet the needs of children in their class.*
- *The SENDCO is an experienced member of the teaching staff and a member of the Senior Leadership Team. She has completed the National SENDCO qualification.*
- *The SENDCO attends SEND network meetings and shares good practice between schools and passes this on to school staff.*
- *The school accesses a range of services to help support them with meeting the needs of the children with SEND. These outside agencies include: Specialist Teaching Service, Integrated Disability Service, Educational Psychology Service, Speech and Language Therapy Service, Occupational Health Service, Physiotherapy and Sensory needs Service.*

How is the effectiveness of the provision made for children with SEND evaluated at St Nicolas C of E Academy?

We support pupils with a wide range of SEN within our school. We regularly review and evaluate the breadth and impact of the support we offer or can access. The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

- Class teachers and the SENDCO monitor and evaluate the impact of provision through pupil and parent conversations, observations and pupils' work.*
- Pupil progress meetings closely monitor the attainment of children with SEN.*
- The SENDCO performs learning walks to monitor provision.*
- The provision made for children with SEND is a focus point on all official observations.*
- Provision is routinely evaluated through the assess, plan, do, review cycle by class teachers and the SENDCO.*
- The SENDCO monitors children with SEN progress through data*
- The SENDCO monitors the impact of interventions through half termly collection and evaluation of year groups' intervention folders.*

How are children with SEND enabled to engage in activities available for children who do not have SEND?

At St Nicolas we believe that all children should be able to access learning opportunities and activities. Careful planning and preparation through Quality First Teaching is the first approach to ensure children's needs are catered for. If necessary, extra support will be implemented to ensure that all children can access the same learning opportunities and activities. The school ensures that:

- All pupils are encouraged to participate fully in all aspects of school life*
- Adult support is provided at breaks and lunchtimes for children with SEND*
- We work collaboratively with parents to ensure that pupils with SEND have opportunities to attend school trips.*

What support does St Nicolas C of E Academy provide to improve emotional and social development?

The well-being of all of our pupils is extremely important to us all. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) are integral to our curriculum and are also taught explicitly. Moreover:

- *Class Teachers, Teaching Assistants and the SENDCO/Deputy SENDCO provide opportunities for pastoral support through small group or individual work*
- *At St. Nicolas C of E Academy, we use The Thrive Approach. This approach helps us to support the emotional health and well-being of all our children. It may take the form of one-to one sessions, small group work or whole class teaching*
- *There is a learning mentor in school that helps to support pupils with their social and emotional development*
- *Social skills and friendship groups are supported at breaktimes and lunchtimes by staff and pupils.*
- *All staff have participated in Protective Behaviours training. Protective Behaviours is a practical down to earth approach to personal safety. It is a process that encourages self-empowerment and brings with it the skills to raise self-esteem and to help avoid being victimised. This is achieved by helping individuals to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours process encourages an adventurous approach to life that satisfies the need for fun and excitement without violence and fear. Protective Behaviours is now embedded across our school.*

How does the school work with other agencies to meet the needs of children with SEND and support their families?

The school has strong links with a range of services in order to support the learning, social and emotional and medical needs of children e.g. Specialist Teaching Service, Integrated Disability Service, Educational Psychology Service, Speech and Language Therapy Service. Furthermore, we work collaboratively with the School Nurse Service, Social Services, Family Support, The Early Help Hub, Parent Partnership and Community Police.

How does the school manage parent's concerns?

Any concerns should be raised initially with the class teacher or SENDCO/Deputy SENDCO and then with the Headteacher or Governors. The SENDCO is Mrs. A. Parsons and Deputy SENDCO is Mrs Johnson. They can be contacted through the school office.

This report should be read in conjunction with the school's:

- *SEND Policy*
- *Accessibility Plan*
- *Equalities Statement*
- *Complaints Policy*