



St Andrew's CE Primary School

SEND Information Report 2025–26

From September 2014, all schools and academies are required to publish information about their provision for Special Educational Needs and Disabilities (SEND). Our SEND Information Report is part of Wiltshire's Local Offer, which provides details of services available to children and young people (0–25 years) with SEND.

Wiltshire Local Offer: [Wiltshire Local Offer](#)

SEND Code of Practice (2015): [SEND Code of Practice PDF](#)

This report explains how St Andrew's CE Primary School identifies, assesses, and supports pupils with SEND, in partnership with parents, carers, and external agencies.

1. Types of SEND Provided for at St Andrew's

We aim to provide an inclusive, nurturing environment that maximises every child's potential. Our provision supports a wide range of needs, categorized into four areas:

1. Communication and Interaction

- Difficulties with speech, language, or social communication.
- Includes children with Autism Spectrum Disorder (ASD) or social communication difficulties.

2. Cognition and Learning

- Covers a wide range of learning difficulties, including Dyslexia, Dyscalculia, Dyspraxia, or general learning needs.
- Support may be for one curriculum area or multiple areas.

3. Social, Emotional and Mental Health (SEMH)

- Includes disorders such as ADHD, ADD, or Attachment Disorder.
- Children may display withdrawn, anxious, or challenging behaviours.

4. Sensory and/or Physical Needs

- Includes visual or hearing impairments, physical disabilities, and other conditions that affect access to learning.
- May require additional support, equipment, or adaptations.

2. Identifying and Assessing SEND

Children are identified as having SEND through multiple pathways:

- Before school entry: Through pre-school assessments and transition meetings with parents, pre-school, and school staff.
- Parental or pupil concerns: Raised by parents, carers, or the child.
- Classroom monitoring: Teachers provide high-quality, adaptive teaching (Quality First Teaching) and track progress.
- School assessments: Termly progress monitoring and pupil progress meetings identify children needing additional support.
- External agencies: Health professionals and specialist services provide assessment and advice.

If a child is identified as requiring additional support, they will be placed on the school's SEND register as receiving SEND support, in consultation with parents.

3. How Parents Can be Involved

Partnership with parents is central to supporting children with SEND. Ways to be involved include:

- Regular discussions with class teachers.
- Meetings with the SENCO.
- Attendance at parents' evenings.
- Participation in meetings with external professionals.
- Supporting learning at home, including reading and practising targets.

Parent governors and our active PTA (Friends of St Andrew's Primary School) provide additional ways for families to engage.

4. Consulting with Children

Children are actively involved in their learning:

- Evaluating their own progress and next steps.
 - Setting and reviewing personal targets.
 - Contributing to annual review meetings and completing pupil voice forms for those with My Plans/EHCPs.
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5. Assessing and Reviewing Progress

a) Evaluating the Effectiveness of Provision

- Daily classroom observation, marking, and tracking of progress.
- Monitoring of targeted interventions by teaching assistants and the SENCO.
- Regular feedback from parents and children.
- Multi-agency reviews when external agencies are involved.

b) Assess, Plan, Do, Review

In line with the SEND Code of Practice:

1. Assess: The class teacher and SENCO analyse the child's needs.
2. Plan: Adjustments, interventions, and targets are agreed with parents, the child, and staff.
3. Do: The class teacher leads teaching and monitors daily; interventions are provided as required.
4. Review: Progress is reviewed at least three times a year with parents. Children with My Plans/EHCPs have annual review meetings with the SENCO.

Referrals to external specialists (Educational Psychologists, Speech and Language Therapy, Behaviour Support) are made with parental consent when more expertise is needed.

6. Transition Support

- Nursery to Reception: Transition meetings and additional visits arranged for children with SEND.
- Between Year Groups: Information is shared between teachers and TAs; taster sessions are provided.
- Primary to Secondary: Transition meetings with secondary SENCOs; additional visits and workshops arranged as needed.

7. Teaching and Learning

- Inclusive teaching strategies, scaffolded lessons, and adaptive approaches are used for all pupils.
- Targeted interventions support skills needed in the classroom.
- Curriculum and environment are adapted according to individual needs (see Whole School Provision Map).

8. Staff Training

- The SENCO regularly attends Local Authority SEND courses and conferences.
- Staff receive ongoing training according to school needs and individual children's requirements.
- Medical training is provided for conditions such as epilepsy, diabetes, and anaphylaxis.

9. Inclusion in Activities

- All pupils are included in school activities and trips.
- Risk assessments ensure safety for all; additional 1:1 support may be provided if needed.
- Alternative activities are provided if participation is unsafe.

10. Emotional and Social Support

- Behaviour managed positively in classrooms; PHSE sessions provide regular support.
- ELSA support: Small group or 1:1 sessions for emotional literacy (Miss Steph Willets).
- Referral to Wiltshire Behaviour Support Team for specialised interventions if required.

11. Multi-Agency and External Support

- Early Help Assessments support multi-agency approaches.
- Referral to health, social care, or voluntary services as required.
- Medical needs: Care plans, staff training, and risk assessments are in place.

12. Complaints

Parents are encouraged to discuss concerns with the class teacher or SENCO. Our Complaints Policy is available on the school website under About Us → Policies.

Report last updated: Autumn 2025

Next review: Autumn 2026

St Andrew's CE Primary Whole School Provision 2024-25

Areas of Need

Cognition and Learning, Communication and Interaction, Physical and Sensory, SEMH (social, emotional and mental health.)

Universal Provision

High levels of challenge and expectation
Adaptive teaching
In-class TA support and targeted teaching support
Identifying and closing gaps
Scaffolding
Visual timetables
Feelings charts
Use of word mats and manipulatives
Focus questioning and modelling
Collaborative learning
Access to laptop and or IPad
Promoting independence
Dyslexia and communication-friendly strategies

Wellbeing

ELSA or Social skills groups.
Talking and Drawing therapy
The Bridge pastoral care
Resilience programme

Additional Specialist and targeted Provision

Interventions to support literacy and numeracy skills

Literacy
Little Wandle Catch up
Phonological Awareness training (PAT)
Sound Discovery
Precision Teaching
Write from the Start.
Boosting Reading in Primary School
Inference training
Toe-by-toe
Paired Reading
Accelerate/Acceleratewrite

Numeracy
Mastery intervention
Precision teaching.

External Specialist Support

Educational Psychologist.
SSENS (Specialist SEN support service for all areas of need outlined above)
School Nurse
CAMHS (Child and Adolescent Mental Health Service)
Speech Therapy
Occupational Therapy
Community Child Health
Alternative Provision