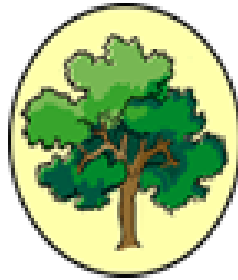




SHUSTOKE C OF E PRIMARY SCHOOL



## ‘Living life in all its fullness.’ John 10:10

At Shustoke, all are encouraged to flourish and let their light shine. Passionate staff guide and support children to become compassionate, respectful, forgiving and confident individuals equipped to persevere when faced with challenges and to serve their community as Jesus taught us. Like a tree planted by streams of water, Children grow strong in wisdom. They explore talents, interests, and spirituality through opportunities to live life in all its fullness. Through our shared values, loving relationships are nurtured, and doors are opened to a future filled with hope, joy, and peace. Together, we all thrive.

### SEND INFORMATION REPORT

2025-26

Shustoke C of E Primary School is a mainstream, maintained school situated in rural Warwickshire. We are fully inclusive. Please find information about our school below.

Our **SENDCO** is Mrs Emma Davison. She is available to be contacted via the main school number 01675 481319 or the following email address [SENCO3207@welearn365.com](mailto:SENCO3207@welearn365.com) (Be advised that Emma Davison is also based in class and will be in contact as soon as she is able to).

Our **Inclusion Coordinator** is Mrs Julie Babbs.

#### **INCLUSION**

- ✓ The building is all on one level. There is a ramp to the main entrance and for access to the Year 4 classroom.
- ✓ A disabled toilet is available at the rear of the hall.
- ✓ Support/intervention groups are delivered when necessary.
- ✓ The learning environment is adapted to suit the needs of all pupils; sensory assessments are delivered for those children who require them.
- ✓ All pupils are included in educational visits and activities, staff/pupil ratio is assessed and adaptations made if required.

### **SEND POLICY, ASSESSMENT AND MONITORING (Following current guidance)**

- ✓ Pupil Progress Meetings are planned termly in school to track all pupils' progress
- ✓ Half termly summative assessments are undertaken to identify pupils who are off track or at risk of falling behind; this compliments the judgements made through formative assessments such as marking and questioning.
- ✓ Regular meetings take place between the SENDCO, Inclusion Coordinator and class teachers to review, evaluate and plan intervention or support for identified pupils.
- ✓ Samples of work from identified pupils are moderated by whole school staff on a regular basis
- ✓ Outside agency support is requested when necessary and recommendations are put into place if appropriate

### **PARENT CONSULTATION FOR PUPILS WITH SEND**

- ✓ Parents are invited to a termly review with the SENDCO to discuss and evaluate progress, attainment and targeted support and to set new targets.
- ✓ Autumn and Spring term Parent Consultation evenings provide an additional opportunity for pupils' needs to be discussed

### **PUPIL INVOLVEMENT**

- ✓ Children contribute to SEND reviews – their views are sought and shared.
- ✓ Pupils are given the opportunity to evaluate a range of their own work across the curriculum at an age appropriate level.
- ✓ Pupils are required to respond to comments made through marking independently where appropriate.
- ✓ Corrections are completed in green pen so that teachers can clearly identify the pupil response.
- ✓ Circle time sessions are provided for pupils to improve emotional and social development. Targeted small group provision may be made for children with more complex emotional needs.
- ✓ Weekly pastoral support sessions are implemented where appropriate. These are undertaken by a supportive and trusted adult.
- ✓ All pupils take part in a 'Safety Week' (during January) covering a range of issues including mental wellbeing, bullying and Internet safety.
- ✓ There are 'Friendship' benches in the playground for use by all pupils.

### **TRANSITION ARRANGEMENTS**

- ✓ Parents of pupils who are commencing their school life are invited to meet the Reception Class teacher during the previous Summer term to discuss their child.
- ✓ Pupils are usually invited to 'Stay and Play' induction sessions prior to commencement.
- ✓ Reception pupils have had a phased induction during the first few weeks of the Autumn term.
- ✓ Meetings are held with all teachers prior to transition to the next phase of education and pupils experience a 'Meet the Teacher' session during the late Summer term.
- ✓ Pupils' needs are discussed with secondary school staff prior to transition by the Year 6 teacher/SENDCO.
- ✓ Some children, with particular needs, are usually given additional opportunities to visit their chosen secondary school.

### **SEND INTERVENTION AND DIFFERENTIATION**

- ✓ Pupils with SEND undertake planned support and intervention sessions on an individual and small group basis.
- ✓ Pupils are targeted and supported in class.
- ✓ Teachers differentiate, adapt and personalise work where appropriate.
- ✓ Children's interests are taken into account and elements of child initiated learning are built into the curriculum.

### **STAFF EXPERTISE**

- ✓ Our SENDCO regularly attends SENCO network meetings and any other relevant course/updates including Early Help training and Designated Safeguarding Lead refresher courses.
- ✓ We have an Inclusion Coordinator who works closely with the SENCO in a supportive role. She has specialist expertise in pastoral support and speech and language needs and also is Early Help trained.
- ✓ All school staff undertake collaborative training where appropriate including Emotional Coaching.
- ✓ Our PSHE lead, Samantha Bennett, has designed a programme to address the mental wellbeing of all children particularly effective during the first half of the Autumn term.
- ✓ Liaison with external agency support such as EIS (Early Intervention Service), EPS (Educational Psychology Service), STS (Specialist Teaching Service) and IDS (Integrated Disability Service) where deemed necessary. School has bought in a set number of sessions from the EPS and STS for this current academic year but will buy in more when deemed necessary.
- ✓ Members of school staff have been trained to undertake Early Support Assessments. This approach is used if appropriate.
- ✓ Several members of the SLT have received the Designated Safeguarding Lead training/refresher.

### **COMPLAINTS PROCEDURE**

- ✓ The school has a complaints procedure in place which is available on the school website
- ✓ School operates an 'open door' policy; parents are encouraged to speak to class teachers in the first instance.