

## SEN Information Report

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include the following:



<b>Last updated: January 2026</b>	
The kinds of special educational needs that are provided for	At Village Primary we cater for children with developmental delays, moderate learning difficulties, behaviour/social/emotional difficulties, moderate hearing/visual impairments, pupils who are new to English or have English as a second language and children who have missed part of their schooling and mobile children.
Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)	Our SENDCo is Miss Begley but SEND issues can also be discussed with the Head Teacher Mrs Wheeldon, or any member of our teaching staff. Please telephone the school on 01642 676768 if you have any queries. Pupils are monitored and discussed half termly at pupil progress meetings where pupils with any additional needs are identified and further support provided within school or additional outside agency specialist support is accessed and provided. This follows the SEND Code of practice approach of assess, plan, do and review.
Arrangements for consulting parents of children with SEN and involving them in their child's education	Parents of children with additional needs will receive information about their child's progress on a regular basis and are able to discuss this with the SENDCo or class teacher. Parent consultations are held twice per year and most SEND pupil's parents have ongoing dialogue with the SENDCo and class teacher. A written report on progress for each individual pupil is provided annually in July.
Arrangements for consulting young people with SEN and involving them in their education	All SEND pupils are made aware of their individual targets and how to achieve them. Children receiving any additional academic support are consulted on the ways to accelerate their learning. There is also a school council and pupil voice group where pupils are able to voice issues associated with school.
Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review	Pupil progress dialogues focus on half termly progress. Any further support needed is then provided. Pupils are made aware of their successes and also when progress is not enough, possible reasons why are discussed and actions taken to improve things over the following half term. Parents will also be encouraged to help the child make progress by also supporting outside of school with additional reading etc. Some parents of children identified as having additional needs will also receive more support through targeted conversations, including yearly SENDCo meeting days.

<p>Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>	<p>At the end of each phase relevant targets are set and discussed with pupils. They are supported in knowing how to achieve them. Transition to another setting is also supported as much as possible by contacting the admitting school to share support already given etc. For pupils being admitted to the school dialogue will also take place with the previous school to ensure continuity of care and approaches.</p>
<p>The approach to teaching children and young people with SEN</p>	<p>The approach to teaching children with SEND differs according to need. We have high expectations of what children can achieve and plan lessons and use resources to demonstrate this. We use a varied range of teaching styles, differentiated materials (where required), additional in class support, additional out of class support, flexible groupings, use of a rewards and sanctions system and counselling and many extra-curricular activities.</p>
<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</p>	<p>The curriculum is based around the interests and needs of the children and reading and writing are prioritised due to this. Children with SEND receive additional support in core subjects through planned interventions. The environment changes each half term to engage the children actively in their learning.</p>
<p>The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured</p>	<p>Staff meetings are often delivered by the SENDCo or outside specialists and time is spent with individual staff when needed. Outreach support is used and staff gain knowledge by visiting other settings. The SENDCo works closely with other services including the Education Psychologist, Future Steps Occupational Therapy, Alliance Therapy, CAMHS and Speech and Language.</p>
<p>Evaluating the effectiveness of the provision made for children and young people with SEN</p>	<p>Each term, when assessments are completed, the progress of children with SEND is measured. Staff who deliver interventions meet with SENDCo to evaluate and adapt provision according to need.</p>
<p>How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN</p>	<p>Children with SEND are given the same opportunities as all other children to participate in after-school clubs, lunchtime clubs and all other school activities.</p>
<p>Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</p>	<p>Children have regular PSHE/Citizenship lessons and activities. We also have assemblies led by other professionals such as police/nursing. We celebrate good attitude and behaviour each week and have a school council and pupil voice group.</p>
<p>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children</p>	<p>We work closely with other agencies such as the police, health, social services and some reading volunteers in order to support all children and their families.</p>

and young people's SEN and supporting their families	
Publishing any arrangements for handling complaints from parents of children with special educational needs (SEN) about the support provided by the school	At Village Primary we aim to provide all of our children with a suitable learning environment. We encourage regular meetings and communication with parents as we value their input. If parents wish to complain about the support provided by the school they should follow the school complaints procedure (please see Complaints policy). We also encourage parents to use the locally provided support service SENDIASS (01642527158) if they require any help or support with their children's SEN needs.