

ARNESBY C E PRIMARY SCHOOL

‘Where every child shines’



SEND INFORMATION REPORT

School Values:

Curiosity: opportunities for children to achieve their best and have positive learning attitudes.

Respect and thankfulness: for others, our environment and celebrate our differences.

Independence: a sense of responsibility for ourselves and the world around us.

Resilience: showing courage, determination and perseverance.

Forgiveness and honesty: living by our values and morals.

Teamwork and koinonia: working together in our community with love for all.

*“Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you.”
Ephesians 4:32*

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Arnesby CE Primary School is committed to safeguarding and promoting the welfare of children, and this policy supports this commitment.

Embedding Pupil Safeguarding Awareness in the Curriculum

All teachers incorporate elements of safeguarding into their lessons where appropriate. This involves:

- informal conversations
- teacher/pupil discussions
- briefings for outings and trips (road safety / clever never goes)
- implementing an E-Safety Policy regarding the use of ICT
- an awareness of potential hazards in lessons and identifying risks and danger.

Safeguarding is also about pupils' emotional wellbeing. Teachers encourage pupils to speak out if there is something worrying them, or if they are aware of, or witness, something that is unacceptable, untoward, or disturbing. Staff promote tolerance and respect for each other and an acceptance of individual differences. They help pupils to develop confidence and resilience and discuss what to do if things go wrong. Staff are approachable and show their willingness to always help pupils.

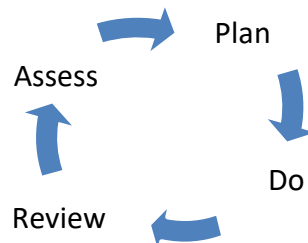
British Values

At Arnesby C of E Primary School, we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This includes:

- paired and group work, and sharing and working together
- making choices with an understanding that the freedom to choose and to have different views is respected and tolerated
- debating social issues with an understanding of how people can influence decision-making through the democratic process
- an appreciation that school rules protect individual children and are essential for their wellbeing and safety
- an acceptance that other people may have different faiths or beliefs to oneself (or have none), and these are accepted and tolerated without discrimination through school council elections, persuasive writing, and by promoting our Christian school values and 'Fruits of the Spirit' as guidelines for behaviour choices.

The Arnesby 'Whole School Approach':

Underpinning ALL our provision in school is the graduate approach cycle of:



All teachers are responsible for every child in their care; including those with special educational needs.

Assess

In addition to current assessment procedures in school for all, children with SEND will be assessed to their area of need using assessments such as:

- Boxall profile
- Strength and Difficulties assessment
- Small steps tracker
- Diagnostic Reading Assessment
- Single Word and Reading assessment
- Sensory Stress assessment

These are carried out by experienced members of staff within the school.

External assessments, from outside agencies such as Educational Psychologist and Speech and Language Therapists, may be conducted where additional information and support is required.

Plan

Under the direction and support of the SENDCo, the class teacher will plan the outcomes and provision based on this assessment information.

Do

This provision will be delivered on a 1:1 basis or a small group based on the needs of the child. This support will come from the class teacher, learning support assistants and any other adult who is working under the direction of the class teacher or SENDCo.

Review

The SENDCo and the class teacher will track the progress towards the agreed outcomes and will review this at regular points with parents and children.

This may be in the form of:

- Parents' SEND meetings

- Parents' evening meetings with the class teacher
- Email/Class Dojo correspondence
- Informal conversation with the class teacher/SENDCo

These are held face to face where possible or over the phone if more convenient for the parents/carers.

SEND Needs

Children and young people's SEND are generally thought of in the following four broad areas of need. At Arnesby, we use the following resources and provision to support:

Area of need	Provision to support
Communication and interaction	Colourful Semantics Black Sheep resources Assisted technology Talking Time Together group
Cognition and learning	Number Stacks 1:1 and small group tutoring
Social, emotional and mental health	PHSE Curriculum ELSA sessions – sessions with the Emotional Literacy Support Assistant Meet and Greet sessions to support transition into school Autism Education Trust transitional work Social stories Autism Outreach Service Special School Outreach Service
Sensory and/or physical needs	Sensory activity group Sensory boxes Wobble cushions Chewlery

(Reference: SEND Policy 2025)

September 2025 there are 7 children (17.5%) on the SEND register. 1 of these has an EHCP.

We have internal processes for monitoring quality of provision and assessment of need. These include:

- Termly assessments in reading, writing and maths – HeadStart.
- Termly evaluation of provision delivered and the impact it has on the progress of individual children.
- Ongoing informal assessment and observation – seen in the marking and feedback.
- Learning walks and observations.

Consulting with children, young people and their parents

Involving parents and children in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
EduRio Surveys	Parents, children, all staff, all governors.	Three times per year

To identify what we are doing well and what would be even better if for all children.		
SEND support meetings/parents' meeting – to formally review progress.	Class teacher, support staff, parents/carers and child when appropriate	Twice per year
Additional meetings with parents and child – dependent on the individual circumstances of the child and family.	Class teacher, support staff, parents/carers and child when appropriate	As required. (These type of meetings and approach to support is seen regularly throughout school, building relationships between staff and parents and in turn, improving outcomes for children).

Staff development

We are committed to developing the on-going expertise of our staff. We have current expertise in our school:

Initial of person	Area of expertise
All Staff	Culture of SEND and identifying barriers to learning
All staff	Trauma Training
All teaching staff	Learning plans training
All teaching staff	Recognising anxiety in children - EP training
NSP	ELSA training
CP	Precision teaching by OW
All teaching staff	Use of Insights, learning plans and provision
ET and Gov	Whole Education WE MAT SEND

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children

achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

External bodies and organisations

The governing body delegates the responsibility of commissioning services to help meet the needs of children with SEND and parents.

Our external partners that we would work with include:

- Local authority support including Educational Psychology Service and specialist teachers, such as: specialist teachers from Autism Outreach Services or Learning Support Services.
- Health and social services including: speech and language therapy, OT, Children and Wellbeing support workers.

Transitions

We will work with our feeder partners to welcome children/young people with special educational/disability, and we support transition to the next phase in education/employment.

Our approach is:

- Enhanced transition to and from new settings depending on the needs of the child.
- Relevant staff visits to and from settings.
- Use of technology to increase familiarity for the child.
- Additional multi-agency and SENDCo meetings to support a smooth transition.
- Regular communication and meetings with settings and parents to support smooth transition and initiate relationships between school staff and parents.

Complaints

Our complaints procedure is in the school's Complaints Policy. This details the formal procedures which will be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

This year we have had **0** complaints.

Our strategic plans for developing and enhancing SEND provision in our school next year include:

- Developing staff understanding of how to support children with SEND in different areas of the curriculum and the adaptations made within specific curriculum areas and across all.
- Supporting children's relationships and social experiences through enhanced outdoors opportunities such as the introduction of new playground activities.
- Reintroduce some parental workshops related to social, emotional and behavioural aspects such as self-esteem, anxiety and transition.

Relevant school policies underpinning this SEND Information Report include:

- The SEND Policy
- Accessibility plan
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Complaints Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005