



Special Educational Needs Information Report Template

Our vision is to enable all to flourish.

Status and review cycle:

Statutory

Responsible group:

The school

Next Review Date:

July 2026

This report is the result of consultation with staff, parents of children with Special Educational Needs (SEN) and governors of Coaley C of E Primary Academy and will be published annually on the school's website. The report will be updated annually to reflect the changes and plans within the school

1 The type of SEN provision

1.1 The SEN provision that the school caters for is:

Communication and Interaction	Cognition and Learning:
<ul style="list-style-type: none"> • Autistic Spectrum Disorders (ASD) • Speech, Language and Communication Needs (SLCN) • Developmental Language Disorder 	<ul style="list-style-type: none"> • Difficulties in acquiring maths and literacy skills • Specific learning difficulties (SpLD) including - Dyslexia and Dyspraxia • Moderate learning difficulties (MLD)
Social, Emotional and Mental Health Difficulties (SEMH):	Sensory and /or Physical Needs:
<ul style="list-style-type: none"> • Pupils who have experienced trauma including Bereavement • ADHD (Attention Deficit Hyperactivity Disorder) • Attachment disorder • Anxiety-based school avoidance • Mental health difficulties including anxiety • Pupils who have low self-esteem or confidence which affects their learning and/or interactions with peers 	<ul style="list-style-type: none"> • Pupils with various medical conditions (some are complex) • Sensory processing disorder • Hypermobility

1.2 The school's Accessibility Plan can be found here: [Coaley Accessibility Policy.pdf](#)

2 The school's policies

2.1. The school's policy for identifying and assessing people with SEN is:

- The school uses information about a child's progress in school, including information from class teachers and parents, to decide as to whether a child might need further support.
- If parents raise concerns as to their child's progress and development, in the first instance this should be raised with the child's class teacher who will arrange a mutually convenient time to meet. At this meeting, the SENDCo may, if required, be asked to attend.

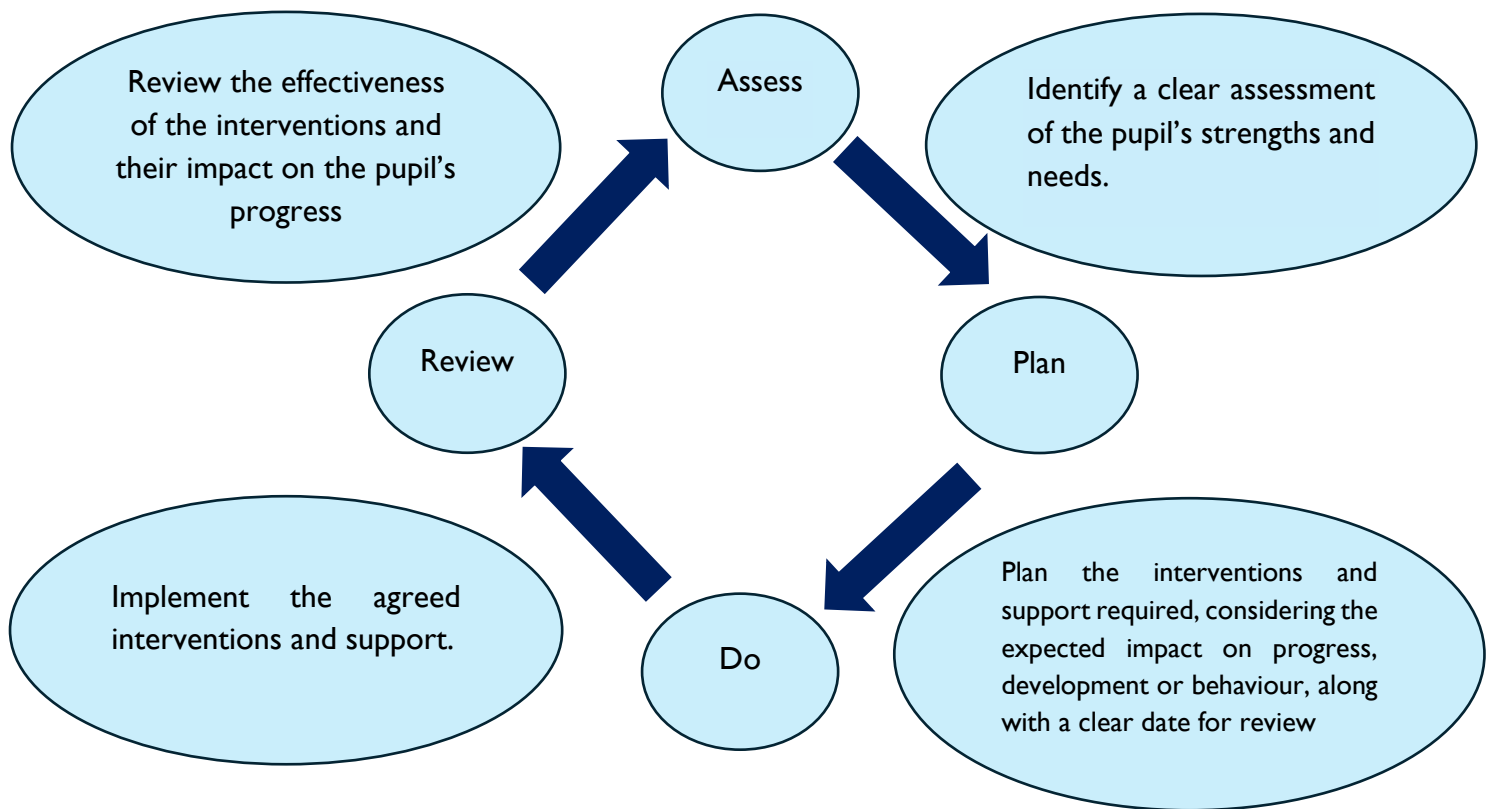
- If the child's class teacher identifies an area of need, parents will always be kept informed of their child's needs, concerns and consulted at the outset.
- Initially, in collaboration with the SENDCo, the class teacher will identify and implement class-based support and interventions and regularly monitor to assess the impact of the intervention and support. Interventions will be implemented over a time-limited period approximately 6-12 weeks. If a pupil does not make progress during the initial intervention, further interventions (or adapted) will be implemented using evidence-based programmes in collaboration with leaders.
- If the child continues to not make progress and shows areas of need despite the additional class-based support, the class teacher, in collaboration with the SENDCo, will seek permission from the parents to construct a 'My Plan' and place the child on the graduated pathway and SEND register if the limited progress is an attribute to a special educational need.
- Parental permission will be sought prior to a child being placed on the graduated pathway [Glofamilies Directory | Using the Graduated Pathway of Early Help and SEND Support](#) and added to the school's SEND register.
- The My Plan will document the child's needs and outline up to 3 targets / outcomes to meet these needs. The document will also include what provision, and resources will be put in place to meet this need and how and when this will be reviewed.
- If the child continues to show areas of needs despite the additional intervention expertise we have within school, this may be evident after two My Plan review cycles, a child may move from a My Plan to a My Plan + so further support and advice can be sought from professionals e.g. Advisory Teaching Service.
- We will arrange a meeting to complete a document in collaboration with parents called a 'My Assessment', [my_assessment_electronic_version_03_2020.docx](#) which outlines views and wishes of the parents, children and the school, and provides details of the child's learning and development so far.
- We currently access support from the following professionals and services: Speech and Language Therapy Service, Advisory Teacher Service, Educational Psychologist, The Children's Autism and ADHD Assessment Service (CAAAS), Occupational Therapy Service, CAMHS, Health Professionals, such as, GP's Paediatricians and the School Nursing Team, Social Care and Early Help.
- Where the provision as set out in a My Plan + document continues to not meet the needs of a child, even with significant level of intervention and support from professionals, a child who may present with complex needs may require an Education and Health Care Plan.

- If agreed, a legal document (EHCP) is put in place to ensure that additional resources are provided for the needs of the individual. Specific targets or outcomes are set and must be reviewed in a legal framework.
- Children at this level of need will usually have familiar, highly attuned identified adults working (alongside / or as part of a group) to help them access the curriculum and provision with appropriate adaptations and adjustments in place.
- ***Class Teachers are responsible for the provision of the curriculum for all pupils including those identified as having a Special Educational Need. We firmly believe that the best intervention is provided through quality first teaching. Slow progress and low attainment will not automatically mean that a child is recorded as having a special educational need.***
- The SENDCo monitors closely the provision for pupils with an EHCP. She reports back to the Headteacher and to the SEND Governors.
- The SENDCo is Beckie Nobbs, contactable on 01453 890358 – sendco@coaley.dgat.org.uk

2.2. The school's approach to evaluating the effectiveness of the provision for pupils with SEN:

- Class teachers plan for the needs of children with SEND in their class. Class teachers actively seek support from the SENDCo and engage in professional conversations in collaboration with outside professionals and agencies e.g. Advisory Teachers when required.
- Class teachers direct teaching assistants within their class team to deliver small group, 1:1 interventions for example (ELS phonics interventions, priority readers).
- The SENDCo following initial consultation with class teachers will direct teaching assistants to deliver targeted interventions and support both academic and pastoral which fall outside of interventions which are class based specific.
- The SENDCo monitors the provision for children with SEND across the terms.
- All My Plan and My Plan + documents are reviewed termly (October, February and May) and shared with parents and new plans written, reflective of the progress made.
- The SENDCo offers termly SEND clinics to all class teachers prior to the reviewing and writing of new plans.
- The SENDCo monitors the quality of all My Plan and My Plan + documents.

2.3. The arrangements for assessing and reviewing the progress of children and young people with SEN:



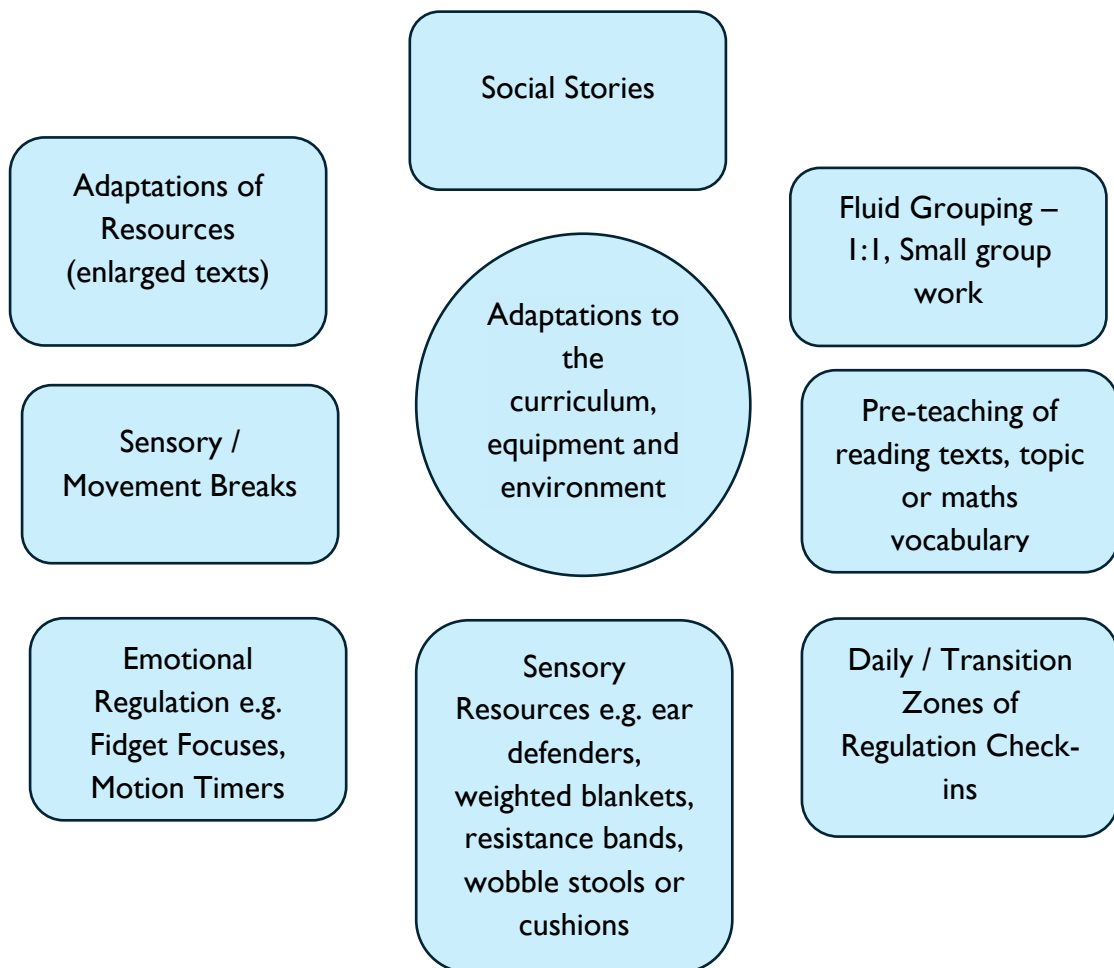
- The class teacher and when required the SENDCo will meet with parents / carers three times a year (October / February and May) to discuss the child's progress in relation to their identified My Plan / My Plan + needs, outcomes and next steps.
- The outcomes on their My Plan / + are reviewed and if identified, new SMART (Specific, Measurable, Achievable, Relevant and Time-bound) targets are written.

3 School's approach to teaching

The school's approach to teaching pupils with SEN (including pupils who do and do not have an EHCP plan)

3.1 by adapting the curriculum, equipment and learning environment is:

- Broad and balanced curriculum, which is inclusive, accessible, and relevant to all.
- Daily class support and provision is planned for and provided through quality first teaching, adaptive teaching strategies including scaffolding, modelling, additional resources and manipulatives, additional support from adults and small group / 1:1 intervention.



3.2 with additional support for learning is access to:

- Range of sensory resources
- Break out space – intervention room

3.3 through activities available to pupils with SEND in addition to those available through the curriculum is:

- Appropriate adaptations and resources to enable children to attend extra-curricular activities and whole school and class events (ear defenders, social stories, bespoke / personalised visual timetables, adapted timetable, transition support)
- Access to continuous provision and multi-sensory resources
- Personalised curriculum

3.4 through improving the emotional, mental and social development of pupils with SEN is:

- Socially Speaking
- Lego Therapy

- Zones of Regulation
- Use of My Profile / My Journey to gather a child's views
- A personal development offer which includes the delivery of a carefully planned curriculum provision 'SCARF' to support children's PSHCE development

4 **The School's facilities**

- 4.1 The school's facilities to include pupils with SEN and how new or specialist equipment and facilities is obtained:
- Wheelchair accessible building e.g. wide corridor and entry ramp provide clear access to classrooms, outdoor spaces, hall space and toileting facilities

5 **The School's training**

- 5.1 The school's arrangements for training staff in relation to pupils with SEN is:
- Training needs are identified following regular review of needs across the school has been undertaken.
 - Ongoing training throughout the year including Quality First Teaching approaches with appropriate adaptations (e.g. retrieval practice, pre-teaching, use of adaptations e.g. scaffolding)
- 5.2 Specialist expertise is obtained by the school by:
- Termly planning meetings with the Educational Psychologist
 - Training from speech and language therapist for identified individual children

6 **The School's consultation**

The school's arrangements to consult with and involve:

- 6.1. parents of pupils with SEN about the education of their child is:
- Teachers meet face-to-face with parents/carers of all pupils twice a year for parents evening to discuss transition and progress.
 - Teachers meet with parents of SEN pupils, three times a year to review the child's My Plan / + (if appropriate, this can be facilitated during parents' evenings if deemed appropriate).
 - Class Teachers write end of year pupil reports annually which are sent home to parents/carers

6.2. pupils about their education is:

- My Profiles are completed by all pupils at the beginning of each academic year.
- My Passports are written for pupils in which needs and support for example daily check in has been identified for a pupil. My Passports may be written prior to a pupil being added to the graduated pathway or coming off the pathway.
- Teachers and teaching assistants regularly converse with individual pupils regarding their feelings regarding their academic and social and emotional needs in school.

7 The School's Partnerships

7.1. The school's governing board involves other bodies (including health and social care bodies, local authority support services, and voluntary sector organisations) to meet the needs of pupils with SEN and their families by:

- When safeguarding concerns have been identified, the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Leads (DDSLs) will liaise with social care as outlined in the Child Protection and Safeguarding policy.
- Where there are health needs for a child; the SENDCo will meet with parents / carers. Following this meeting, signposting, communication with or referral to health agencies (e.g. school nursing service, health visitors, CAMHS, speech and language therapist, occupational therapists, paediatrician), may be identified and needed.
- The SENDCo liaises with local authority services on an individual basis whilst following the Graduated Pathway, this can include services such as Advisory Teaching Service, Educational Psychology Service, Early Help Coordinators, Education Inclusion Team. Advice and recommendations to support a child are received and shared with teachers and parents through, report sharing and multi-agency meeting e.g. team around the family meetings.
- Records of meetings e.g. annual reviews, review meetings and records of involvement note of visits are stored electronically on our secure school system (CPOMS) so that all school professionals (teacher, teaching assistants) involved in a child's education and care and kept fully informed.

7.2. The school's arrangements for supporting pupils who are looked after by the local authority and have SEN:

- The school has a Designated Teacher (Beckie Nobbs) who liaises with the virtual school and carers and / or parents for termly (PEP) meetings for children who are looked after by the local authority to consider relevant and suitable provision and outcomes to meet identified needs.

- 7.3. The school's arrangements of pupils with SEN transferring between other education providers or preparing for adulthood and independent living is:

Nursery to Reception

- We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the reception class teacher / SENCO.
- The Reception teacher contacts all preschool settings during the summer term. This provides the opportunity to ensure that a smooth transition including if required attendance at My Plan review meetings in the child's current setting can take place.
- We invite all parents to arrange a home visit with the child's class teacher and teaching assistant and if required the school SENCO as this enables the child to be in their own setting and environment when they meet their new class teacher.
- We hold 'stay and play' sessions in preparation for a September start during the summer term.

End of Year transition

- When children move to a new classroom / class teacher, we provide transition information which may include photos of the teacher, teaching assistant and classroom environment, pupils and families who require this personalised and bespoke provision and adaptation.
- We invite pupils who may need a softer start to the new academic year, time to come and visit their current / new classroom for the first part of an INSET day in September.
- We hold a move up morning during the summer term allowing the children to go up to their new classroom and meet their teacher. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.
- Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share My Plan documents

Primary to Secondary Transition

- We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.
- Local secondary schools within Gloucestershire offer their own bespoke enhanced transition package for pupils on the graduated pathway.

In Year Admissions

- Upon a new pupil joining the school from other settings, the SENDCO will coordinate and contact the pupils previous setting to obtain additional information including primary and secondary identified area of need, evidence of graduated pathway for example My Plan documents.
- Following this, the receiving school will contact the pupil's previous school to gain a greater understanding of the support required.
- Contact with the previous setting will take place within 7 days of the pupil joining Coaley C of E Primary Academy

7.4. The school collaborates between the following education providers and other settings:

- Preschool, Nurseries and Childminders (e.g. Coaley Playgroup)
- Previous primary schools, both in the local area and out of county that a child has attended and primary schools that a child is due to transfer to, to aid the transition process.
- Secondary schools (e.g. Rednock, Maidenhill, Katherine Lady Berkely)
- Alternative provision when needed (e.g. All Things SEN)

8 The School's key contacts

SEN co-ordinator:

- Beckie Nobbs sendco@Coaley.dgat.org.uk 01453 890358

If you have concerns about the SEND provision at Coaley C of E Primary Academy please discuss this with your child's class teacher in the first instance. If you have further concerns, please then contact the SENDCo. If your concerns have not been resolved, then please consult with the head teacher.

If you still feel that your concerns have not been resolved after following the process above, please contact the Governors following the complaints policy.

The contact for complaints from parents with pupils with SEN:

- Beckie Nobbs sendco@coaley.dgat.org.uk 01453 890358
- Jen Thomas head@coaley.dgat.org.uk 01453 890358
- The school's complaints policy can be found here: [Complaints Policy August 2025- Coaley.pdf](#)

9 The School's Link to the Gloucestershire Local Offer

Information for the Local Offer for Gloucestershire and the school's contribution to the Local Offer is available at: [Glosfamilies Directory | Coaley C of E Primary Academy](#)

- The Gloucestershire Local Offer provides information and advice on Special Education Needs and Disabilities and their families.
- If you wish to contact the Gloucestershire County Council about the Local Offer please call Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) on Freephone: 0800 158 3603 or Direct Line: 01452 389344/5.

Next review date: July 2026

SENDCo: Beckie Nobbs

Signature: *Beckie Nobbs*

Headteacher: Jen Thomas

Signature: *J. Thomas*