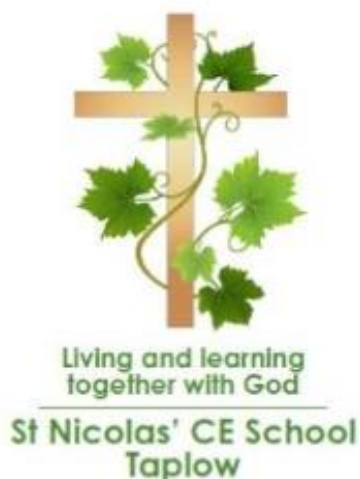


# Special educational needs (SEN) information report

St Nicolas' CE Combined School



<b>Approved by:</b>	Lucy Birch	<b>Date:</b> 05/09/2025
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [send-policy-spring-2024.pdf](#)

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

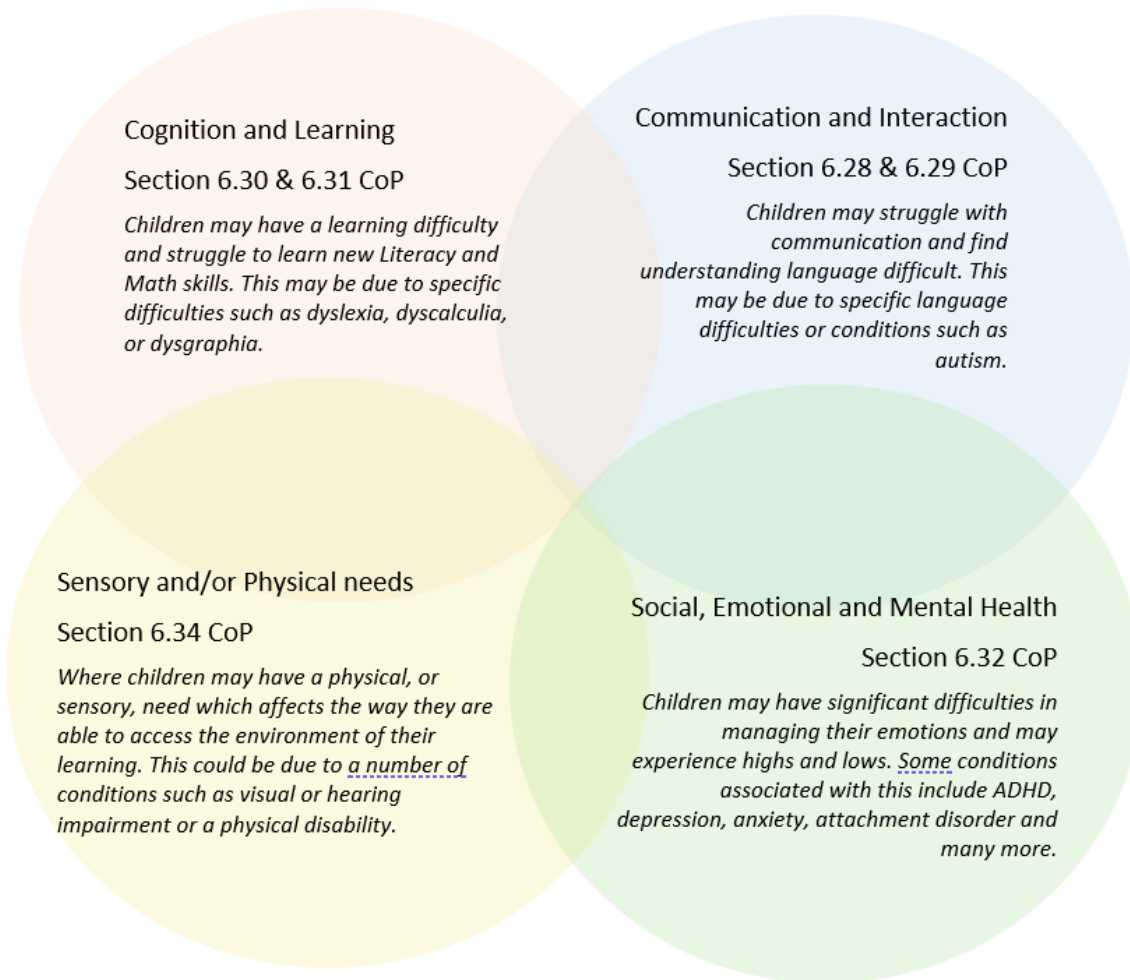
## Our Vision

'Our school is rooted in the Christian Faith. Nourished by God, we want to grow together drawing on His strength to live out our Christian values so that we can reach out to others in our community. We are all unique and together with God we want to be the best that we can be. As we learn together in a supportive and nurturing school, we will thrive and be ready to face the challenges of life.'

As a school we are committed to providing high quality teaching to ensure all pupils are able to flourish and thrive. Our pupils enjoy a varied and stimulating curriculum with lots of extra-curricular and enrichment opportunities. We are committed to the provision of special educational needs support across the curriculum. It is not a peripheral activity but part of the mainstream curriculum to all pupils and the responsibility of all teachers.

# 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:



Often you will find that

children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special Educational Needs and Disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270273/SEND_Code_of_Practice_January_2015.pdf)

## 2. Which staff will support my child, and what training have they had?

All the teachers and teaching assistants at St Nicolas are trained in house in working with children with SEN. Training has covered supporting children with communication needs, cognitive needs, social and emotional needs as well as physical and sensory needs. Training is continuous and teaching and learning is observed throughout the year via learning walks from the SENDCO and other members of SLT. We ensure there is high quality teaching that has SEN at the heart of that approach. Some teaching assistants have done further SEN training in Autism, precision teaching, trauma related training as well as RWI training. This is to ensure the interventions delivered to the children have the best success.

### **Our special educational needs co-ordinator, or SENCO**

Our SENCO is Lucy Birch

They have 4 experience in this role and have worked as SEN teacher for 15 years. They are a qualified teacher.

They are working towards achieving the National Award in Special Educational Needs Co-ordination.

They are allocated 2 days a week to manage SEN provision.

### **Class/subject teachers**

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. All our teachers have received trauma informed training and step on de-escalating training.

### **Teaching assistants (TAs)**

We have a team of 11 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision and RWI phonics.

We have 5 teaching assistants who are trained to deliver interventions such as ELSA, RWI phonics, Fast track tutoring and precision teaching.

In the last academic year, TAs have been trained in precision teaching, RWI phonics, safeguarding and step up training.

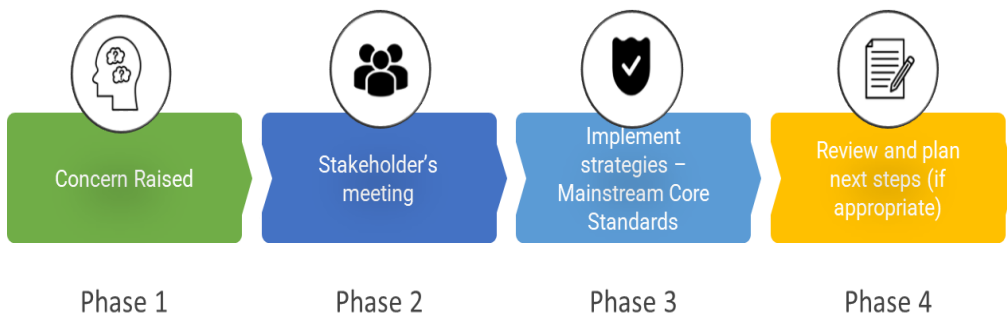
### **External agencies and experts**

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations
- Play therapists
- Specialists teachers

### 3. What should I do if I think my child has SEN?



<b>Phase 1</b>	<p>Parents can arrange a meeting with the class teacher to discuss concerns. They will pass the message on to our SENCO, Lucy Birch, who will be in touch to discuss your concerns.</p> <p>You can also contact the SENCO directly via the school office. <a href="mailto:schooloffice@stnicolastaplow.com">schooloffice@stnicolastaplow.com</a></p>
<b>Phase 2</b>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.</p>
<b>Phase 3</b>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
<b>Phase 4</b>	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.</p>

### 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork, socially, emotionally or physically. This might include things like gaps in reading, writing, mathematics, social development or emotional regulation.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

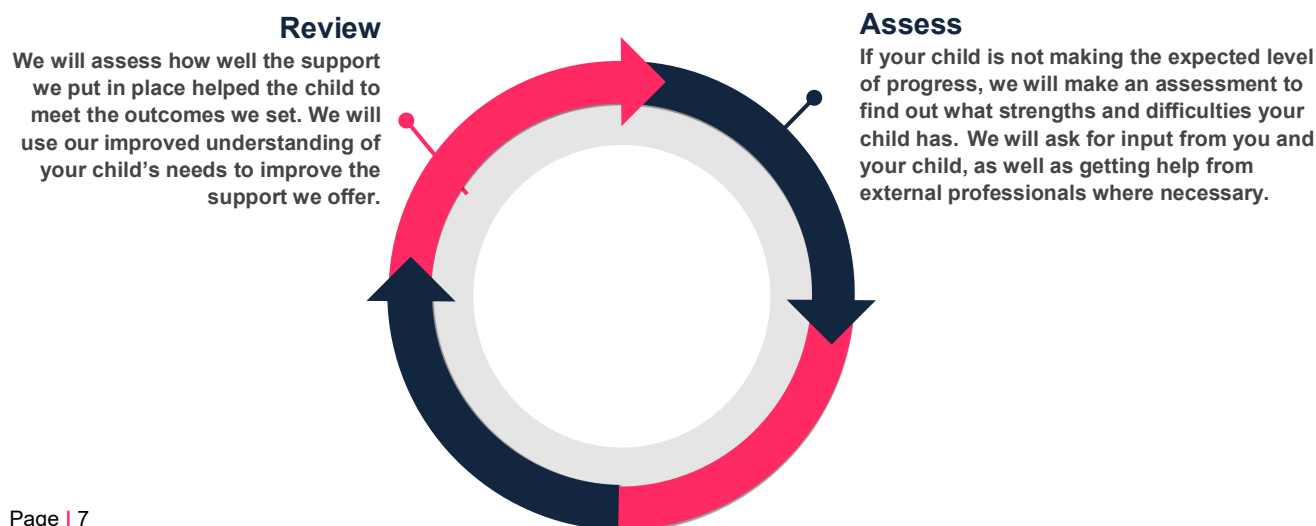
If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

As part of the graduated response, it is possible that children will move on and off the SEN register.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



**Do**

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.



**Plan**

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

At St Nicolas, we use a system called Provision Map. If your child is placed on the SEN register, they will receive an individual learning plan with set targets according to their need. It will also outline all the provisions in place to support those targets. Targets are reviewed every 7-10 weeks. Parents have access to the plan online and are able to comment on it. Parents are also given the opportunity to meet with the SENDCO following reviews.

More information on the system we use can be found on their website:

[Tes Provision Map](#) | [Provision Map writer](#) | [Tes](#)

## 6. How will I be involved in decisions made about my child's education?

We will provide 2 reports on your child's progress within the academic year.

Your child's class teacher will meet you twice a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do
- If your child is on the SEN register, they will have an individual learning plan with targets related to their need. This learning plan will be shared electronically with parents. The plan will be reviewed every 7-10 weeks. Parents will have an opportunity to meet with the SENCO following the plan reviews. Parents also have the ability to comment on the learning plan document that is shared.

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher

## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a pupil passport- which outlines there likes/dislikes/ things that help etc.



## 8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Teaching assistants will support pupils on a 1-to-1 basis when a child requires a more focussed approach or according to their EHCP.
- Teaching assistants will support pupils in small groups when using interventions that require a more targeted approach.
- We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)	Visual timetables Social stories Sensory circuits Attention Autism Lego Therapy Social groups
	Speech and language difficulties	Speech and language therapy Language Link interventions 1:3 Speech and Language groups. Speech and language advice line.
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia Moderate learning difficulties Severe learning difficulties	Writing slope iPads Laptops Visual resources Prompts Fidget Toys Wobble cushions Hoki Stools OT advice lines.

<b>Social, emotional and mental health</b>	ADHD, ADD	Regulation Stations Zones of regulation Play therapy ELSA Social skills groups Daily check in's Dog Therapy (Halle)
	Adverse childhood experiences and/or mental health issues	Nurture groups Play therapy Elsa Specialist teacher support.
<b>Sensory and/or physical</b>	Hearing impairment	
	Visual impairment	Limiting displays Larger Print Yellow tape on steps and corners.
	Multi-sensory impairment	
	Physical impairment	

These interventions are part of our contribution to Buckinghamshire's local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 7-10 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities

- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip(s).

All pupils are encouraged to take part in Sports Day, assemblies, Church services and school productions.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

## 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- At St Nicolas, our aim to meet the needs of every student. When looking at perspective students with a SEN we carefully look at the child's needs to ensure we can meet their needs and give them the best possible opportunity to thrive.
- When presented with children who have physical disabilities that require larger corridors, ramps, lifts or adaptive classrooms, we must inform parents that our school is unable to adapt to meet all these needs. This is due to the layout and capacity of the school.
- We will endeavour to admit children with an EHCP where Parents have named St Nicolas as their school of choice.

## 13. How does the school support pupils with disabilities?

- The school has a disabled toilet and safety markings around the grounds which are kept clear for the visually impaired
- We have a disabled parking space which ensures access to the hall
- The school has a medical room which can be made private for those who need to manage their own ongoing medical needs for example blood sugar monitoring for a diabetic
- We have a clear plan in place of how to adapt the school building so that it is as accessible as possible to all pupils
- If a pupil has additional medical needs they will have a healthcare plan drawn up in consultation with the parents/carers and medical staff. Staff who work with the pupil will be

briefed on the plan to ensure full support is given. Training will be provided to staff if necessary. Staff are already trained in asthma care and the use of epi-pens.

- Please refer to the school's Accessibility Plan, available on the website.

[accessibility-plan-2024.pdf](#)

## 14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of pupil voice groups.
- We provide extra pastoral support for listening to the views of pupils with SEN in our Social skills interventions.
- We run a nurture club and ELSA for pupils who need extra support with social or emotional development
- We have Halle- the therapy dog who is available to support children with social and emotional difficulties.
- We have a 'zero tolerance' approach to bullying.
- The school takes bullying very seriously with all pupils being treated equitably. An incident of bullying due to special educational needs will be addressed with an awareness of the need of the child(ren) or family involved. For further details of how we support children who are being bullied at school, please refer to our Anti-Bullying policy (available on the school website under Key Information, Policies)

## 15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

### Between years

To help pupils with SEN be prepared for a new school year we:

- Handover between teachers at the end of the summer term. All documents shared and plans made for new term.
- **In-year transfer transition** - class buddies provided to help the child settle, monitoring by the TA and class teacher

### Between schools

- If a child joins us from another school or leaves us to move to another school, a handover will be had between the schools to ensure all relevant information is shared and communicated.

### Between phases

- **Transition to secondary school support** – the SENDco and the class teacher will liaise with the secondary school to ensure a verbal handover
- When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.
- **Transition from nursery to primary school support** – visiting the nursery to understand the child's needs, a home visit to discuss the child's needs with the parents and relevant meetings with the parents, agencies and SEND professionals.

## 16. What support is in place for looked-after and previously looked-after children with SEN?

Rebecca Holmes will work with Lucy Birch our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy: [Model complaints procedure](#)

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

[Appealing | Buckinghamshire Council](#)

[Appeals and Tribunals](#) (slough)

## 18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Buckinghamshire's, Windsor and Maidenheads and Sloughs local offer. All these Boroughs publish information about the local offer on their website:

[AfCinfo website - Windsor and Maidenhead :: SEND Local Offer](#)

[Bucks SEND Local Offer | Family Information Service](#)

[Slough Information and Services Guide | Special Educational Needs and Disabilities - Slough SEND Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[Bucks SENDIAS service | Buckinghamshire Council](#)

[Slough Sendiass :: Home](#)

[IAS RBWM | RBWM SEND | Riverside Children's Centre, West Dean, Maidenhead, UK](#)

Local charities that offer information and support to families of children with SEN are:

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages