

TRUST Policy	SEND Policy				
Approved by	LAC	Issue date	Sept 25	Review Date	Sept 26
Audience	Trustees	✓	Staff	✓	Pupils
	Local Academy Council	✓	Parents	✓	General public

SEND Information Report

2025 – 2026



CHURCH EATON
PRIMARY SCHOOL

Our School

At Church Eaton Primary, our curriculum is designed to educate and form the whole child. We want children to have a deep understanding of their own story – to know where they have come from, what their own aspirations for the future are and what skills they will need to achieve them. By the time our pupils leave Church Eaton our children will understand that:

They are part of a small rural **community** with a very long and immensely proud history.

They are also part of an enormous **diverse** wider world that will provide endless opportunities.

They are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (social mobility).

First hand experiences will provide our children with the opportunity to see how their actions influence the world inside and beyond their school community. They will become resilient and resourceful learners, who are respectful and tolerant of others and will be encouraged to overcome any obstacle that they face by recognising rights and responsibilities, asking questions, solving problems, and 'owning' their choices.

September 2025 Information

Church Eaton Primary currently has 74 children on role.

There are currently 15 children on SEND register with a range of needs from universal to specialist. (20% compared to last year 22% a decline of 2%).

3 children (4%) have a diagnosis of need, that can be accommodated through quality first teaching (universal needs).

3 children (4%) have a diagnosis of need that requires targeted interventions through QFT and support planned by CT. (targeted need).

7 children (9%) have a significant and complex need that requires support over and above in class provision. (Specialist need).

2 children that have an EHCP (3%) and a SEND Support Provision Plan.

Our SENCo is Mrs Elkin. She is a fully qualified and very experienced teacher and has The National Award for SENCos.

Mrs Corcoran is our Emotional Literacy Support Assistant. Elsa is a program designed to help schools support the emotional needs of their pupils. ELSAs are trained staff members who work with children and young people to address their social and emotional development, recognizing that pupils learn best when their emotional needs are met. The initiative is supported by educational psychologists and aims to bring about positive change through the application of psychology in educational settings.

All our teachers are also fully qualified and receive continuing professional development, including training about Special Educational Needs throughout their teaching careers.



Meet our team

Commented [HM2]: Does this need to be changed for September?

Possibly – Our SENCo is Mrs Millard. She is a fully qualified and experienced teacher who is currently completing her NPQSEN (due to qualify in May 2026).

Mrs Millard can be contacted on 01785 823089 or senco@churcheaton.staffs.sch.uk.

Commented [AS1]: 13) A summary of staffing in the SEND team including expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured



Special Educational Needs

At Church Eaton Primary School, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEND code of practise 2014:

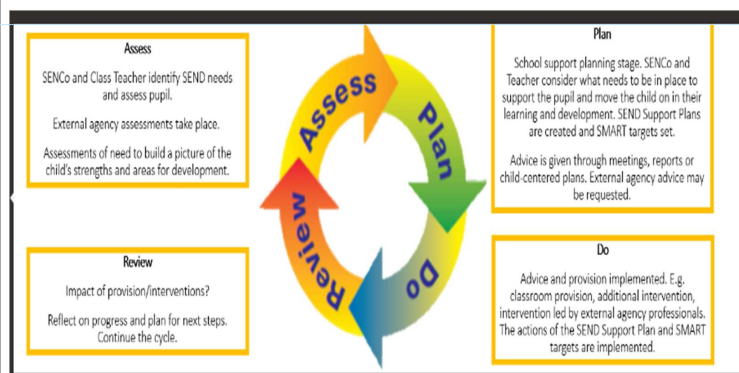
	Cognition and Learning MLN, SPLN
	Communication and Interaction ASC, SLCN
	Social, Emotional and Mental Health ADHD
	Sensory and Physical HI, VI, MS

Commented [AS3]: 1) The kinds of SEND that are provided for
2) The range of SEND supported within the school based on the current population of children with SEND



Identifying and Assessing Need

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated response – assess, plan, do, review.



Commented [AS4]: 3) Processes for identifying pupils with SEND and assessing their needs, including the name and contact details of the special educational needs coordinator (SENCO) (mainstream schools only)

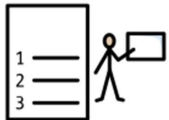


Our approach to teaching

At Church Eaton, we are rooted in our commitment to educating and forming the whole child. We recognise that every child's story is unique, and we ensure that our SEND pupils are supported to understand their own identity, aspirations, and potential. We provide a nurturing and inclusive environment where individual needs are met through tailored support, enabling all children to access a broad and balanced curriculum. Our SEND provision emphasises first-hand experiences, resilience, and the development of a personal toolkit of skills, empowering children to overcome challenges and thrive both within our close-knit rural community and in the wider world. Through respectful relationships,

children with SEND

high expectations, and a focus on rights and responsibilities, we help SEND pupils become confident, resourceful learners who are equipped to make meaningful contributions to society.



Curriculum adaptions including scaffolding support

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. Here are a few ways:



Curriculum & Instructional Adjustments

- Differentiated instruction: Tailoring tasks to the child's ability level.
- Simplified language: Using clear, concise instructions and avoiding complex vocabulary.
- Chunking tasks: Breaking down tasks into smaller, manageable steps.
- Visual aids: Using diagrams, pictures, and mind maps to support understanding.
- Pre-teaching vocabulary: Introducing key terms before lessons.
- Use of concrete materials: Manipulatives and hands-on resources for abstract concepts.
- Repetition and overlearning: Revisiting key concepts regularly to reinforce learning.



Classroom Environment

- Quiet workspaces: Providing a distraction-free area for focused tasks.
- Visual timetables: Helping the child understand the structure of the day.
- Clear routines: Consistent classroom routines to reduce anxiety and confusion.
- Accessible displays: Using large print, symbols, or colour coding.



Support & Staffing

- Teaching assistant support: Targeted help during lessons or transitions.
- Peer buddies: Pairing with a supportive classmate for collaborative tasks.
- Small group work: Opportunities for learning in a quieter, more focused setting.
- Regular check-ins: Scheduled time with a trusted adult to review progress or concerns.



Assessment & Feedback

- Alternative assessments: Oral presentations, drawings, or practical demonstrations instead of written tests.
- Extra time: Allowing more time for tasks and assessments.
- Scaffolded support: Providing sentence starters, writing frames, or guided templates.
- Positive reinforcement: Frequent praise and encouragement to build confidence.



Technology & Tools

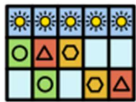
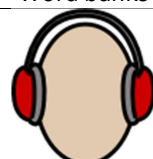
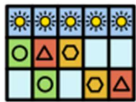
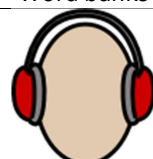
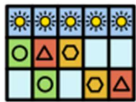
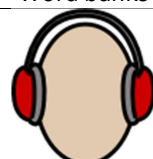
- Assistive technology: Text-to-speech, speech-to-text, or word prediction software.
- Audio books: Supporting reading comprehension and access to curriculum.
- Typing instead of writing: If fine motor skills are a barrier.



Social, Emotional & Behavioural Support

- Social stories: To explain new or challenging situations.
- Emotional regulation tools: Access to a calm corner or sensory aids.
- Behaviour support plans: Clear expectations and consistent responses.

Commented [AS5]: 8) The approach to teaching pupils with SEND- an outline of the schools approach to Quality first teacher for SEND

	• Celebrating small successes: Building self-esteem through achievable goals. We also seek advice and equipment from outside agencies as and when the need arises.												
Examples of equipment and Facilities used 	Here is just a sample of some of the equipment and facilities we use to support children with a SEND need. <table><tr><td></td><td></td><td></td></tr><tr><td>Visual timetables</td><td>Task boards</td><td>Word banks</td></tr><tr><td></td><td></td><td></td></tr><tr><td>Assistive technology</td><td>Timers</td><td>Ear defenders</td></tr></table>				Visual timetables	Task boards	Word banks				Assistive technology	Timers	Ear defenders
													
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 Parent Consultations	Parent consultations will involve meetings between parents or guardians and teachers or other school staff to discuss your child's progress, development, and any other successes or concerns. The following will usually be discussed: 1. Academic Progress Review of the child's performance in all subjects. Discussion of strengths and areas for improvement. Sharing of assessments, school work, and classroom behaviour. 2. Social and Emotional Development Insights into how the child interacts with peers and adults. Discussion of emotional well-being and any observed behavioural issues. 3. Attendance and Punctuality Overview of the child's attendance. Discussion of any patterns or concerns related to lateness or absences. 4. Support and Resources Recommendations for additional support (e.g., interventions, counselling). Information about programs or services available both in and outside of the school building. 5. Parental Input Opportunity for parents to share observations from home. Questions or concerns parents may have about their child's education or well-being. 6. Goal Setting Collaborative setting of goals for the child's academic and personal development. Strategies for support at home and school. There will be multiple opportunities provided over the course of the academic year for school to meet with parents and guardians, this can include any of the following: parents' meetings, IEP review meetings, sharing of information/reports, annual reviews and well-being or attendance meetings.												

Commented [AS6]: 10) How adaptations are made to the curriculum and the learning environment of pupils with SEND

Commented [AS7]: 4) The process for coproduction to ensure parents of children with SEND are fully involved in developing and reviewing plans for their child's education.



Child Consultations

Child consultations—sometimes called pupil voice meetings—involve structured conversations between a child and a teacher, support staff, or other school professionals. The goal is to understand the child’s perspective on their learning, well-being, and school experience. Here's what they typically involve:

-  **1. Understanding the Child’s Experience**
How they feel about school, their classroom, and their teachers.
What they enjoy or find challenging.
How safe and supported they feel.
-  **2. Learning and Progress**
Their thoughts on their own learning and achievements.
Subjects they feel confident or less confident in.
Any help they feel they need.
-  **3. Emotional and Social Well-being**
Friendships and social interactions.
How they manage emotions or stress.
Whether they feel listened to and respected.
-  **4. Goal Setting and Aspirations**
What they want to achieve.
Personal or academic goals.
Hobbies, interests, and future dreams.
-  **5. Empowering the Child**
Encouraging self-advocacy and reflection.
Giving them a voice in decisions that affect them.
Building trust and a sense of agency.

These consultations are often informal and adapted to the child’s age and communication style. For younger children, they might include drawings, games, or visual aids to help them express themselves.

		
Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.

Commented [AS8]: 5) The process for ensuring the individual learner is fully involved in developing and reviewing plans for their education that take into account their aspirations for the future.

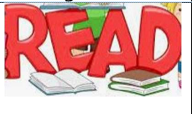
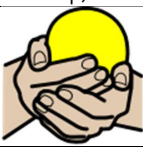
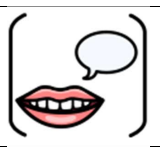
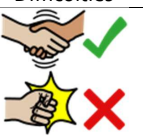
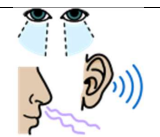
Commented [AS9]: 19) Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying



Evaluating Provision

There are a number of processes in place to ensure the quality of provision and the equitable application of the SEND policy. The Local Academy Council will monitor, evaluate and review the provision for pupils with special educational needs. The governor with a special interest in special educational needs and inclusion, Mrs Evans, will meet with the SENCo termly to consider the following success criteria:

- The effectiveness of the Academy in meeting all children’s SEND.
- Intervention programmes comply with best practice.
- The ‘assess, plan, do, review process’ is followed termly for all levels of SEND.
- There is equal access to school activities for all pupils.
- The progress of pupils with SEND.

	The Local Academy Council will receive a brief report from the named governor on the outcomes of these meetings.			
 Examples of Staff Training				
	Drawing and talking Therapy	Zones of regulation	First aid pediatrics	Emotional literacy support
				
	Autism (Level 1)	EP literacy	Phonics (catch-up)	Social stories
				
	Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
				
	De escalation	Attachment	Reading/spelling for those who struggle	Sensory processing
 Transition Support	<u>Nursery to Reception</u> As our classes are mixed aged, the transition for our nursery children into reception does not involve a physical move to a different classroom, or a change of teacher. It also means that the routines and resources are already familiar to these children. However, support for children moving from a different nursery to our reception is a key part of our early years provision, therefore, we work closely with local nurseries to ensure this change is smooth, positive, and developmentally appropriate. Here's what that support typically includes: 🍀 1. Transition Visits Stay-and-play sessions in the new classroom. Short visits to meet our Class 1 teacher. Gradual settling-in periods during the last week of the previous term. 📚 2. Information Sharing Transition meetings/calls between nursery and Class 1 teacher to share: Learning and development records (e.g., EYFS profiles). Information about the child's interests, needs, and routines. Parent questionnaires or meetings to gather insights from home.			

Commented [AS10]: 14) A summary of training offered to all staff to ensure they are able to support learners with SEND

3. Child-Centred Approaches

Use of familiar routines and resources in reception to ease the change.
Visual timetables and storybooks about starting school.
Buddy systems pairing new children with older pupils.

4. Parental Involvement

Welcome meetings or induction evenings for parents.
Guidance on how to support the transition at home.

5. Emotional and Social Support

Focus on building relationships and emotional security.
Activities that promote confidence, independence, and social skills.
Close observation and support for children who may find the transition more difficult.

End of Year transition

This is a carefully planned process that helps children prepare for the next stage in their education—whether that's moving up to a new class or changing key stages. As a small school, children become familiar with all staff members from their first day. One day a week classes rotate between the teachers to learn a different subject. This opportunity helps them build relationships and ensures the transition process between classes is smoother.

Here's what the end of year transition typically looks like:

1. Transition Week

Pupils spend time in their new classroom during the last week of the summer term.

They spend time with their new teacher(s) and classmates.

Activities are designed to familiarise them with routines, expectations, and the environment.

2. Teacher Handover

Current teachers share detailed information with the next teacher:

Academic progress and learning styles.

Social and emotional needs.

Any support plans (e.g., SEN, EAL, pastoral care).

3. Emotional Preparation

Circle time, storybooks, and discussions about change and feelings.

Activities that help children reflect on the year and look ahead positively.

Support for children who may be anxious or vulnerable.

4. Parental Communication

End-of-year reports and meetings.

Information about the next year's curriculum, routines, and expectations.

Tips for supporting children over the summer.

5. Celebrations and Closure

End-of-year assemblies, performances, or class celebrations.

Reflection on achievements and memories from the year.

Middle School or Secondary Transition

This can be one of the most significant in a child's education. We put a lot of effort into making this move as smooth and positive as possible. Here's what that support typically includes:

1. Transition Days

Taster days at their new school where pupils:

Meet teachers and classmates.

Commented [HM11]: I have emailed NLang an updated version which notes our mixed aged setting. I will update once she has sent over information.

Commented [AS12]: 7) Arrangements for supporting transitions between key stages of education and preparing for adulthood

	Explore the school environment. Try out lessons and activities.  2. Information Sharing Year 6 teachers share detailed information with secondary staff: Academic levels and learning styles. Special educational needs (SEN), EAL, or pastoral needs. Social and emotional development.  3. Emotional and Social Support Workshops or lessons on managing change, making friends, and building confidence.  4. Parental Involvement Information evenings or transition meetings for parents. Guidance on routines, expectations, and how to support their child. Opportunities to ask questions and meet key staff.  5. Enhanced Support for Vulnerable Pupils Extra visits or smaller group transitions for: Pupils with SEN or EHCPs. Pupils with anxiety or social difficulties. Children in care or with safeguarding concerns.
 Outside Agencies	The Academy can involve outside professionals, including health, social services and local authority support services to support and better meet the needs of pupils and their families. All information from outside professionals will be shared and discussed with you, with the person involved directly, or where this is not possible, in a report. Please see the Staffordshire local offer: Staffordshire Connects Special Educational Needs and Disabilities Local Offer
 Clubs and Trips	Our curriculum includes not only the formal programme of learning, but the 'informal' programme of a wide range of extra- curricular activities and clubs, curriculum visits, visitors and trips. All children are encouraged to participate in all areas of the curriculum both formal and 'informal' and where necessary reasonable adjustments can be made to facilitate the needs of children with SEND. In these circumstances, parents and children are consulted closely as to the nature of the adjustments required. Many extra-curricular activities can be paid for through the SEND budget allocated to your child. Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. Please view our accessibility plan. https://www.suatrust.co.uk/wp-content/uploads/2021/08/SUAT-Disability-Equality-Scheme-and-Accessibility-Plan-23-25-1.pdf The Academy also offers wrap around care. Please see the website for further details. Wraparound Care- Church Eaton
	Your first point of contact is your child's class teacher. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Head/SENCo. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher. If you are not happy with the response, then you may contact the governors through the school office.

Commented [AS13]: 18) An explanation of how inclusion works in the school to ensure that learners with SEND are able to participate fully and enjoy all aspects of school life.

Commented [AS14]: 23) How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND

Commented [AS15]: 25) Reference to your accessibility plan, with confirmation that it covers:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide

Improving the availability of accessible information to disabled pupils

Commented [HM16]: Should this be our Accessibility Plan (the one we reviewed a few months ago or is it ok to be the SUAT one?)

Commented [HM17]: This needs to be updated. Has the new activities timetable been agreed?

Complaints Procedure	Mrs J Kenny – Chair of Governors Mrs S Evans – SEND Governor Please view the complaints procedure: SUAT-Complaints-Policy-Procedure.pdf
 Local Offer	Staffordshire Connects Special Educational Needs and Disabilities Local Offer      Midlands Partnership NHS Foundation Trust
 Feedback	We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us. If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the following: • Your child's class teacher • The SENCo – Mrs H Millard • The Head teacher – Mr D Baker

Commented [AS18]: 20) Arrangements for handling complaints from parents of children with SEND about the provision made at the school

Commented [AS20]: 16) Contact details of support services for parents of pupils with SEND

Commented [AS19]: 24) Information as to:

- The arrangements for the admission of disabled pupils
- The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils

The facilities you provide to help disabled pupils to access the school