



STOW-on-the-WOLD  
PRIMARY SCHOOL

heart hand mind

# Special Educational Needs Information Report



Approved By:	Full Governing Board	Date: 13 <sup>th</sup> October 2025
Last Reviewed on:	13 <sup>th</sup> October 2025	Next review due by: 13 <sup>th</sup> October 2026
Signature: <i>T.A. Bartlett</i>	Signature: <i>[Handwritten Signature]</i>	
Chair of Governors	Headteacher	



## **Special Educational Needs Information Report 2025-2026**

At Stow-on-the-Wold Primary School, we aim to provide an inclusive welcoming school to enable all children to work and learn together.

Where a child has a recognised special need or disability, we will make reasonable adjustments to meet those needs to ensure all children thrive in our mainstream setting and to ensure children reach their individual true potential.

Our school is fully accessible and whilst supporting our children we will also encourage independence skills.

We use a wide range of information and measures to closely monitor all children's progress and identify our pupils with SEND, working with a graduated approach to SEND to ensure early identification needs are supported.

This Information Report is produced in conjunction with parents/carers, pupils, governors and school staff and should be read alongside the school's SEND Policy and the Gloucestershire Local Offer for SEND.

We hope the following information will explain the SEND provision at our school. If you require further information, please contact the school SEND Team:

**SENDCO: Mrs Scutt**

**SEND Team: Mrs Scutt/Mrs Pearce**

**SEND Admin: Mrs Scutt/Mrs Stubbs**

**The Governor with SEND responsibility is: Mrs Swallow**

### **What is SEND?**

Our school provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, or other learning needs.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), bereavement, self esteem, mental health
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, asthma, allergies.
- Moderate/severe/profound and multiple learning difficulties



<p><b>What are the first steps our school will take if Special Educational Needs are identified?</b></p>	<ul style="list-style-type: none"> <li>➤ First and foremost, we will contact you, and discuss our concerns and, in partnership with yourself, decide how best we can support your child. We will endeavour to identify their specific barriers to learning and come up with strategies to overcome these. If appropriate, we will engage the services of outside specialists.</li> <li>➤ Our website has further details on our response to SEND which recognises the clear steps we take as a school to identify pupils with additional needs.</li> </ul>
<p><b>What should parents/carers do if they think their child has SEND? How can they raise concerns?</b></p>	<ul style="list-style-type: none"> <li>➤ Please contact your class teacher, in the first instance who may also refer you on to the Special Educational Needs Co-ordinator (SENDCo), if you become concerned.</li> <li>➤ At Stow-on-the-Wold Primary School, the SENDCO is Mrs Scutt. You can also contact Mrs Pearce, who is part of the SEND team</li> <li>➤ Your child's class teacher will then provide any necessary intervention to support your child. The primary strategy for supporting children with special educational needs is through quality first teaching.</li> </ul>
<p><b>How will our school include parents and pupils in planning support?</b></p>	<p>We strongly believe that when your child enters Stow-on-the-Wold Primary School, they enter a partnership with all adults with whom they work – therefore, they are actively involved in all stages of their learning journey.</p> <ul style="list-style-type: none"> <li>➤ All learning, including any support strategies or interventions are fully contextualised and discussed with your child.</li> <li>➤ Personal targets are agreed, and success is celebrated when these are achieved. This is recorded through a joint My Plan for the child</li> <li>➤ We also encourage productive partnerships with parents: We will contact you if we have any concerns, but also to notify you of any successes.</li> <li>➤ At any point parents are encouraged to come in and speak to us, to discuss how your child is getting on.</li> <li>➤ We can offer advice and practical ways that you can help your child at home.</li> </ul>



<p><b>How will our school teach and support pupils with SEND?</b></p>	<ul style="list-style-type: none"> <li>➤ The class teacher will have the highest possible expectations for your child and all teaching is based on building on what your child already knows, can do and can understand.</li> <li>➤ The teacher may put in place different ways of teaching so that your child is fully involved in learning in class. This might include things like using more practical learning or providing different resources adapted for your child. Teaching partners are often used to help the class teacher support the learning needs of all pupils.</li> <li>➤ Class teachers work closely with the SENDCO to develop specific strategies (which may be supported by staff from outside agencies) to enable your child to access the learning tasks.</li> <li>➤ We may suggest that your child needs some additional individual support or group support in school. We will tell you how the support will be used and what strategies will be put in place.</li> <li>➤ For children with an EHCP clear objectives and a plan to achieve these will be included within the EHCP plan, and will vary from child to child, depending on their needs.</li> <li>➤ Often these will include: <ul style="list-style-type: none"> <li>✦ Teaching assistant support</li> <li>✦ Targeted support from teachers.</li> <li>✦ Providing assistive technology or differing resources- blue paper, overlays, where appropriate e.g. ipads</li> </ul> </li> </ul> <p>For children with emotional, social or behavioural issues, time set aside with an adult to discuss responses and develop key skills</p>
<p><b>How does our school plan the support? How are our resources allocated and matched to needs?</b></p>	<p>Class teachers plan lessons and adapt their planning according to the specific needs of all groups of children in their class and will ensure that your child's needs are met</p> <p>Any pupils not making progress are identified and appropriate intervention strategies are planned. This will vary according to the needs of the child but could be extra one to one support or support in a small group.</p> <p>These interventions are planned by the class teacher and may be run by one of our experienced teaching partners. The aim of these interventions is to narrow the gap between where your child is and where they should be as quickly as possible.</p> <ul style="list-style-type: none"> <li>➤ Teaching Partners, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.</li> <li>➤ Specific resources and strategies will be used to support your child individually and in groups.</li> </ul> <p>Planning and teaching will be adapted, daily if needed, to meet your child's learning needs.</p>



<p><b>What are Gloucestershire schools Expected to provide from their budget?</b></p>	<p>The local authority provides funding for schools to meet the needs of all children with SEND. Currently funding is divided into 3 parts:</p> <ol style="list-style-type: none"> <li>1. Universal services and mainstream funding which is the money schools receive to fund a place at school</li> <li>2. Targeted support – schools are expected to pay the first £6,000 to meet the additional support needs of pupils who require this.</li> <li>3. High needs funding or top-up funding is provided by the Local Authority. If your child has an EHC plan we will ensure that the provision specified is provided.</li> </ol>
<p><b>How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by us and how will we involve parents and pupils in this process?</b></p>	<ul style="list-style-type: none"> <li>➤ Your child's progress is continually monitored by his/her class teacher and teaching objectives assessed using a variety of systems.</li> <li>➤ His/her progress is reviewed formally every term and a judgement made in relation to their overall attainment in reading, writing and maths.</li> <li>➤ Pupils will be assessed as part of the DFE National Curriculum Assessments, which may include taking tests or using teacher assessment as appropriate for the individual pupil. (ie alluding that pupils may be disapplied if they are working below the level of the test).</li> <li>➤ Children identified as requiring additional SEND support will have a My Plan or My Plan + which identify both their needs and smaller outcomes which they will work to achieve within a limited timescale, alongside the support being provided. These will be reviewed with parental involvement, three times a year and will be part of the parents' consultations and transition times.</li> <li>➤ The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education present at the meeting.</li> <li>➤ When specific interventions for support are put in place, these are monitored closely by both the class teacher and SENDCO to check that a child is making good progress. Where this is less than expected, provision will be adapted or changed.</li> <li>➤ Regular book looks, lesson observations and learning walks will be carried out by the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high.</li> </ul>





<p><b>Who will be working with your child?</b></p>	<ul style="list-style-type: none"> <li>➤ Your child's class teacher and the SENDCo will oversee and plan your child's education plan. Depending on the intervention required your child may be working in a small group with support.</li> <li>➤ A teaching partner may support your child in some lessons or at certain times of the day. You will be informed of this and will often be invited to a meeting to share information.</li> <li>➤ <b>The class teacher</b> is the first port of call for any enquiries parents/carers have about their children. Class teachers have a duty to; <ul style="list-style-type: none"> <li>➤ provide Quality First Teaching through an adapted curriculum to take account of the needs of the individual pupils</li> <li>➤ keep the SENDCo informed about any provision that is additional and different</li> <li>➤ seek advice and support for pupils for whom extra assessment or support is needed</li> <li>➤ keep parents/carers informed about the progress and needs of the pupils</li> </ul> </li> <li>➤ Each class teacher is responsible for the whole curriculum within his or her own class. There are occasions though when our class teachers use their special talents with other classes.</li> <li>➤ <b>Teaching Partners</b> work alongside the class teachers to support the Quality First Teaching, as well as additional and different provision and interventions for those with SEND.</li> <li>➤ <b>The SENDCo</b> is responsible for overseeing the provision for all pupils with SEND and ensures liaison with other professionals in respect of children with SEND. The SENDCo advises and supports teachers within our school, working with class teachers to ensure that appropriate procedures are in place. The SENDCo ensures that relevant background information about individual children with SEND is collected, recorded and updated. This information is shared with all relevant staff, as and when appropriate.</li> <li>➤ <b>The SENDCo</b> attends local cluster meetings and local authority training and SENDCo conferences, and disseminates training to the staff. Whole school training is given to staff as and when appropriate. Additional training is given to staff as and when appropriate.</li> </ul>
<p><b>How does a school ensure that the information about a pupil's SEND is shared and understood by teachers and all relevant staff who come into contact with that child?</b></p>	<ul style="list-style-type: none"> <li>➤ <b>The SENDCO and class teachers</b> work closely together to ensure necessary information about your child is shared with the staff who need to have this knowledge.</li> <li>➤ All of the information we have about your child's SEND is stored electronically and is discussed with your child's next teacher before the end of the summer term.</li> </ul> <p>When a child is added to the SEND (Special Educational Needs and Disabilities) register, parents are required to sign a consent to share form, which indicates their consent.</p>



<p><b>What role will the child's teacher play?</b></p>	<ul style="list-style-type: none"> <li>➤ All teachers are teachers of children with SEND and your child's class teacher will plan to include everyone in their lessons.</li> </ul> <p>Class teachers ensure work is provided at the appropriate level for children to access their learning and make good progress.</p> <p>The class teacher should be your first point of contact if you have any concerns about your child's progress or well-being.</p>
<p><b>What expertise does our school and our staff have in relation to SEND?</b></p>	<ul style="list-style-type: none"> <li>➤ All teachers at Stow-on-the-Wold Primary School are teachers of pupils with SEND. The SENDCO's role is to support class teachers in planning for children with SEND.</li> <li>➤ The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND needs, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.</li> <li>➤ Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Advisory Teaching Service, or Speech and language training.</li> <li>➤ Teaching Partners receive a range of training as part of their on-going CPD and to respond to the needs of the individual children they are working with. Teaching assistants work under the guidance of class teachers.</li> <li>➤ The SENDCO Mrs Scutt holds a Masters Degree in Education, with qualifications in counselling psychology, behaviour management and child development, as well as NPQH</li> <li>➤ Mrs Pearce holds the SENCO qualification- NASEN.</li> </ul>
<p><b>What intervention programmes does our school run for pupils with SEND and how are they delivered?</b></p>	<ul style="list-style-type: none"> <li>➤ Interventions are tailored to the needs of individual pupils. We use programmes to support these interventions. However, your child will usually have a personalised intervention to ensure that support is accurately matched. Interventions may be delivered by teachers or teaching partners on a one to one basis or in small groups.</li> <li>➤ The following is a sample of the interventions that take place at Stow-on-the-Wold Primary School: <ul style="list-style-type: none"> <li>○ Forest school</li> <li>○ Rapid reading</li> <li>○ Phonics interventions</li> <li>○ 123 maths</li> <li>○ Precision teaching</li> <li>○ The Fizzy programme</li> <li>○ Toe by Toe reading</li> <li>○ Dyslexia support</li> <li>○ 1:1 Reading</li> <li>○ Power of 2 Maths</li> <li>○ Enrichment groups</li> </ul> </li> </ul>



<b>What is an EHCP?</b>	<ul style="list-style-type: none"> <li>➤ An Education, Health and Care plan, is a document which sets out the education, social and health care needs of a child or young person who will require extra support in school, beyond that which the school can provide.</li> </ul>
<b>What teaching strategies does our school use for children with learning difficulties?</b>	<ul style="list-style-type: none"> <li>➤ We use a range of strategies to make teaching and learning as inclusive as possible and these include a range of strategies for working with pupils with:</li> <li>➤ The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate.</li> <li>➤ We also seek advice and equipment from outside agencies as and when the need arises.</li> </ul> <p>Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, visual resources, overlays.</p>
<b>school/educational establishment?</b>	<ul style="list-style-type: none"> <li>➤ Year 6 staff and the SENDCO liaise with the receiving secondary schools to ensure they know about any special arrangements or support that needs to be made for your child.</li> </ul> <p>We make sure that all records about your child are passed on as quickly as possible.</p> <p>Towards the end of the summer term the children changing schools take part in 'taster days'.</p> <p>The children visit their new school for all or part of the day with their peers.</p> <p>These visits allow pupils to get a 'taste' of their new school. Extra transition visits are arranged as necessary</p>
<b>What special arrangements are made for exams?</b>	<ul style="list-style-type: none"> <li>➤ We follow the guidance provided for special access arrangements for statutory assessments.</li> </ul>
<b>How accessible is our school to pupils with SEND?</b>	<p>There are a dedicated parking spaces in the car park</p> <p>Stow-on-the-Wold Primary School is a single storey building</p> <p>The building is fully accessible for wheel chair users</p> <p>We have accessible toilets and facilities</p> <p>Our playground is fully accessible as is our field and forest school</p>
<b>Where can I find the SEND Policy?</b>	<ul style="list-style-type: none"> <li>➤ Please see the school website policies</li> </ul>





<p><b>What role do the governors have? What does our SEND governor do?</b></p>	<ul style="list-style-type: none"> <li>➤ The governing body have a responsibility to develop a strategic vision of provision for pupils with special educational needs, to ensure that the all the needs of our pupils are met.</li> </ul> <p>The SEN Governor should lead this vision and raise awareness of SEN within the governing body.</p> <p>She ensures policy is put into practice, by meeting with the SENCO and monitoring standards achieved by our SEN pupils.</p> <p><b>The SEND Governor for the school is Mrs A Swallow</b></p>
<p><b>What can you do if you are not happy?</b></p>	<ul style="list-style-type: none"> <li>➤ Most concerns and complaints can be sorted out quickly by speaking with your child's class teacher and this is the course of action that should be undertaken first.</li> </ul> <p>Please see our complaints policy for further details.</p>
<p><b>How can parents/carers arrange a visit to our school? What is involved?</b></p>	<ul style="list-style-type: none"> <li>➤ Please contact the school Reception on 01451 830784 to make an appointment to visit the school or meet the class teacher or the SEND team.</li> </ul> <p>The SEND team can also be contacted through the admin team at school: <a href="mailto:admin@Stow-on-the-Wold.gloucs.sch.uk">admin@Stow-on-the-Wold.gloucs.sch.uk</a></p>
<p><b>How does our school manage the administration of medications?</b></p>	<ul style="list-style-type: none"> <li>➤ If you have a child with medical needs, we will work with you to meet his/her needs. You will be required to complete and sign a consent form so that we can administer medicine, and you will keep school informed about any changes in your child's condition or medicine.</li> <li>➤ We already have some staff trained to administer medication to pupils with complex medical needs, and the majority of staff are trained in basic First Aid training.</li> <li>➤ We contact you immediately, if there are any concerns and significant changes regarding your child's condition.</li> <li>➤ Medicine is stored in a cabinet away from pupils.</li> <li>➤ If necessary, we produce an individual care plan to ensure your child's needs are met.</li> </ul>
<p><b>How does our school help with personal care when this is needed?</b></p>	<ul style="list-style-type: none"> <li>➤ If your child needs help with intimate personal care we will complete a care plan with you to ensure staff are aware of your child's exact needs and what we need to do to meet those needs in school</li> </ul>



## STOW-on-the-WOLD PRIMARY SCHOOL

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Who can you contact for more information?

**Special Educational Needs and Disability Information Advice and Support Service (SENDIASS Gloucestershire)** Provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old.  
<http://sendiassglos.org.uk/>

**The family Information Service (FIS)**  
[www.gloucestershire.gov.uk/fis](http://www.gloucestershire.gov.uk/fis)

**Glosfamilies Directory** [www.glosfamiliesdirectory.org.uk](http://www.glosfamiliesdirectory.org.uk)

**The Local Offer** [www.glosfamiliesdirectory.org.uk](http://www.glosfamiliesdirectory.org.uk)