



St. Andrew's CE
Primary School

Love one another: just as I have loved you. (John 13:34)

SEND Information Report 2025-2026

During the past academic year Mrs Belcher was responsible for Special Educational Needs and Disabilities (SEND).

To find out more about SEND at St. Andrews CE Primary School, please read the report below, have a look at our SEND Policy <https://www.standrewswey.dsat.org.uk/send/> or contact Mr David via the school office on 01305 832346 or office@standrews.dsat.org.uk

What did SEND look like at St. Andrews last year?



How were pupils identified as possibly having Special Educational Needs (SEND)?

Teachers and parents initially raised concerns that pupils were not making the progress they were expecting. We hold termly Pupil Progress Meetings, which identify children not making expected progress. Pupil progress is monitored through teachers' assessments each term and formal assessments in reading, spelling, and maths.

Where necessary, specialist teachers were asked to use screeners or specific assessments to investigate this further. Sometimes, a pupil joined us from another school with information to explain how this pupil needed further support to succeed, and we could build on that. A few pupils had been referred to other professionals (either by their doctor or by another school) and they sent reports with recommendations to help us effectively support those pupils in school.

Here is one example, 'Gem' to help explain what might happen to a pupil identified as possibly having a SEND in our school.

Gem was working hard at school but not always being successful. At home she was finding doing her learning very difficult and getting upset in the process.

Gem and her parents had a meeting with her class teacher to talk about her learning and how school could help. It was decided that sometimes it would be better for Gem to use homework time to complete some online activities provided by the teacher. The class teacher also discussed things she would try in class to support Gem.

Gem was still finding her school work tricky and her class teacher was concerned that although she was working hard she was not making progress so they completed a form about Gem's progress with Mrs Belcher. The form also showed the things the class teacher was doing to help Gem already.

Mrs Belcher, went to see Gem in her classroom. She made some suggestions of things the class teacher could try (e.g. breaking tasks into small chunks, using a task board, sensory activities).

A specialist teacher came to school and met with Gem and completed some assessments (these were little tasks to do) to see if they could find better ways to help Gem.

Mrs Belcher and Gem's parents decided that although school were helping, they needed some more help for Gem. Gem was discussed with the school link Educational Psychologist and Specialist Teacher at the next termly SEND planning meeting. It was decided that Gem would see a teacher who specialises in specific learning difficulties.

An ILP was written. Targets were written and shared with the people who would help Gem, including TAs who would run interventions. The plan was reviewed informally and RAG rated with Gem each week. At the next formal ILP review time (each term) the plan was reviewed and updated. Gem had made some progress but not enough. Her parents and the class teacher were getting concerned that she was falling behind.

Following this, the class teacher wrote a Catch Up Plan for Gem with support from Mrs Belcher. This plan showed how staff would help Gem meet some agreed targets. This was shared with the parents and Gem. They tried these things for a term with a review in the middle, but it wasn't really helping. They had another meeting with Gem's parents and placed Gem on the SEND register.

The Specialist Teacher wrote a report about what they had found out and said they thought that Gem had a specific learning difficulty. They explained some things that would help in school and key areas school needed to help Gem in. They also wrote a Learning Programme for Gem to help her meet some agreed targets.

Mrs Belcher shared the information with the class teacher and they added targets and strategies to her ILP following the advice. Gem and her parents then met with the class teacher and they agreed the plan together. At the end of each term the ILP was reviewed and updated.

Gem saw a TA, who was supported by the specialist teacher, five times a week to work on her targets and her class teacher helped her to meet her targets in class. Gem made progress towards her targets and is saw the effort that she put in rewarded.

Mrs Belcher continued to check her progress and whether she needed extra help to meet her needs. The specialist teacher also came in to review the progress and change her targets as she met them.

How much did SEND support help in 2025 – 2026?

Mrs Belcher and Miss Goodwin reflected on what worked well for pupils with SEND and what could be improved. Mrs Belcher and Miss Goodwin considered this when planning what should be changed or developed in 2025-2026

What was great and need to stay the same?

- Holistic view considering the wider child including working closely with the Mental Health Support in Schools Team
- Termly planning meetings between SENDCo/school link Educational Psychologist and Specialist Teacher to plan support
- Bespoke work with specialist teachers, including the creation of Individual Learning Programmes and creating Joint Working Action plans (JAPs).
- Rating ILP's weekly so that we can track progress against targets
- Maths mastery curriculum.
- DSAT Writing Progression Document to ensure progression and coverage of the National Curriculum to support fragile learners to learn in a more effective way.
- Increased oversight of interventions to ensure that they were purposeful and effective.
- Vulnerable groups identified in planning
- Termly ILP meetings between class teachers and SENDCo
- Rebranded 'Small Steps Diaries' to reduce staff workload and increase consistency and effectiveness.
- Plan regular check ins with pupils and staff regarding targets so that pupil voice is collected and there is shared understanding of progress and next steps.
- Regular meetings between SEND Governor and SENDCo
- TA meetings and training to be supported by SENDCo and specialist teachers to increase confidence and use of successful strategies.
- School Improvement Meetings to focus on QfT strategies that are adapted to meet needs

What we changed and why?

- Further modification of Small Steps books following collection of Staff Voice to ensure that staff are able to prioritise working with children, and so that the information in the books is relevant to the graduated response.
- Focus on addressing LP targets in class rather than in isolated interventions where appropriate, to make it easier for children to generalise their learning to their work
- Development of Cove Room - a space for interventions and small group work - and Beach Room - a sensory space.
- Introduction of a Lunch Club for children who find it difficult to eat amongst large groups of children.
- Introduction of Cove Club - a space for children who find unstructured times challenging to spend their playtimes, with board games and child led activities to support the development of their social skills. Other children to be invited to attend daily to support inclusion and ensure that all children get a chance to attend the group.
- Teachers given more ownership of learning tools in their classrooms, with a selection of objects provided for them to give out.
- Movement and sensory breaks streamlined to ensure that they are effective for children and enable them to be ready to return to learning as quickly as possible.

What we plan to do in 2026-2027?

Mr David will be our SENDCo next year.

Further strengthen the quality and consistency of ILPs across the school.

Ensure ILPs include ambitious, focused long-term outcomes.

Make sure short-term targets and provision are clearly linked to identified needs and intended outcomes.

Strengthen the monitoring of the impact of SEND provision through the Assess, Plan, Do, Review cycle.

Continue to develop staff confidence in identifying needs and implementing appropriate support.

Work closely with external professionals to ensure specialist advice informs provision.

Strengthen partnership working with families through regular, open and honest communication.

Ensure pupil and parent/carer voice meaningfully informs planning and review.

Maintain a clear focus on the impact of provision on progress, independence, wellbeing and participation.



Who helps Mrs Belcher to help our pupils?

Everyone at St. Andrew's wants to be able to make school as positive an experience for the pupils and the parents as possible from the fabulous lunchtime supervisors to our amazing administration team. Below are a few friendly people who have extra knowledge to help us out.



Forest schools: Forest Schools can help support a child's social and team building skills, confidence, problem solving skills, which can help pupils with all areas of their learning. Currently, pupils who are or have been LAC benefit from our Forest School provision. An after school club allows a broader group of children to benefit from this.

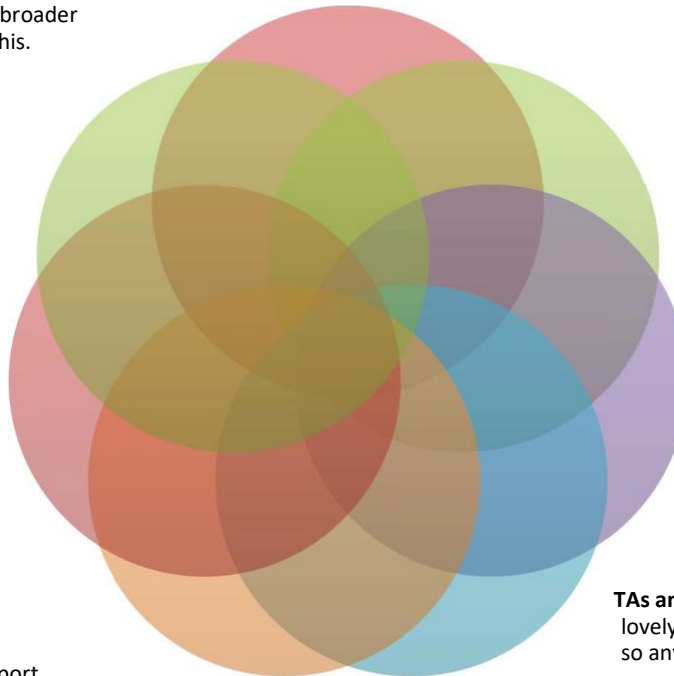
Parents and carers: Parents and carers are experts on their child and provide invaluable insight and information.



Pupils: If we want to understand how to help best, we need to be talking to pupils, teachers regularly meet with pupils to look at their current targets. For pupils with EHCPs they are asked to come to every review (if they can/would like to). If pupils do not wish to attend then we work hard to get their input in other ways such as talking with adults who can share their views for them.



Outside Agencies: Sometimes we need some help from people outside of school. In 2023-24 we have worked successfully with Local Authority Specialist Teachers, Elizabeth and Lucy, our school link EP (Educational Psychologist) Hope and a speech therapists called Claire and Jenny. We have also worked with our Mental Health Support Team link worker. We have also worked with paediatricians along with the school nursing team this year to support our pupils.



Teachers: They are working with the pupils every day and are the people in school who know them best and can most effectively put things in to help.



TAs: Our TAs are trained in lots of different interventions that support our pupils. TAs have had update training on subjects such as multisensory learning and supporting the sensory needs of children. Miss Goodwin is our SEND Assistant and Communication Champion. All of the TAs have received DSAT training on scaffolding to enable children to become more independent in a consistent manner. They have also received mental health and wellbeing training to support children.



Pastoral Support:

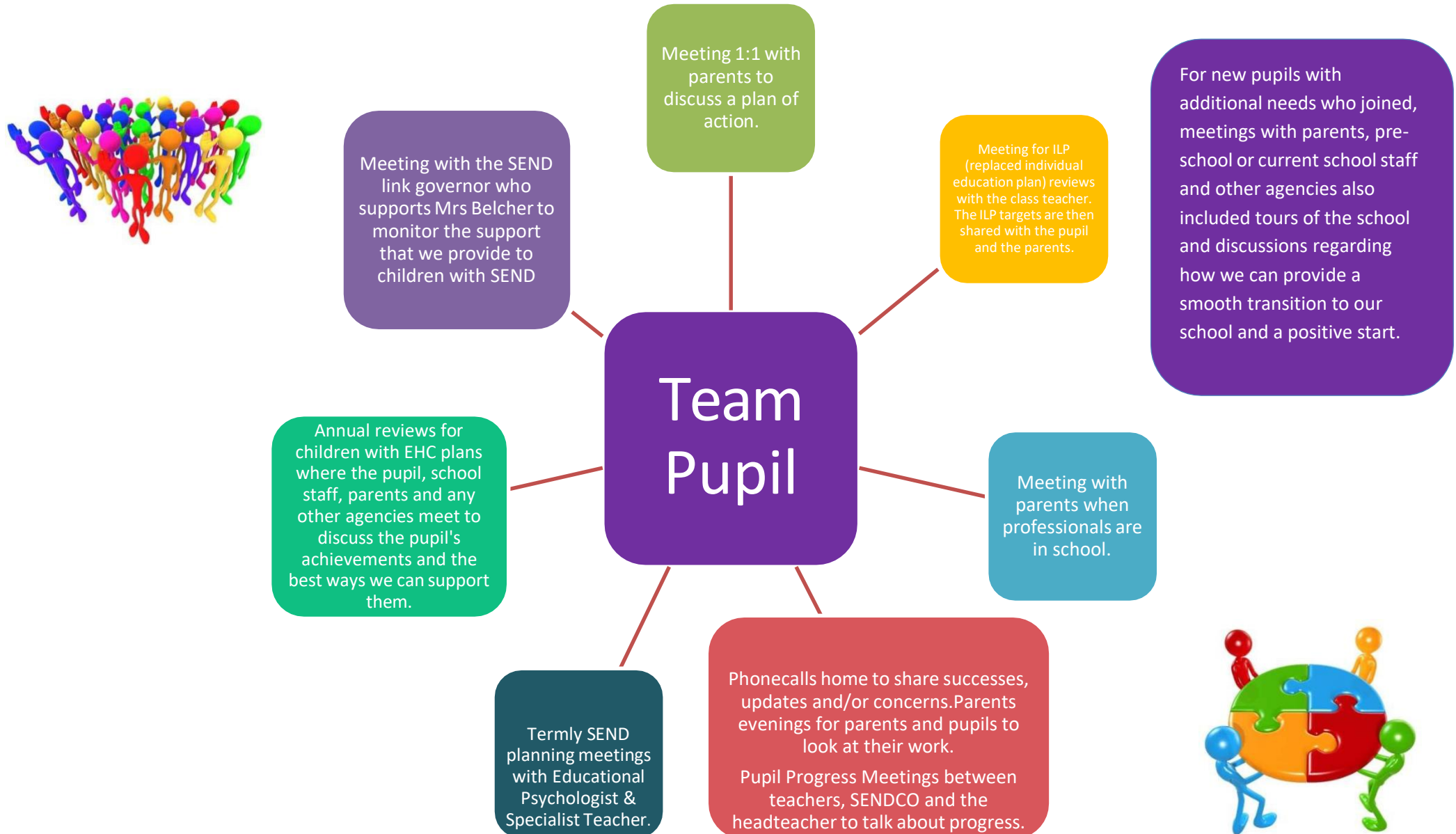
TAs and teachers: For some pupils who need it, we have lovely TAs who go and check in on them during the day so any problems can be talked through and resolved.

Lunch club is offered by the SEND Team to support those pupils who find louder environments challenging, and Cove Club is offered for those who need additional support at playtimes.

We offer a 'soft start' provision in the mornings, for pupils who find separating from their parents or entering the classroom more difficult. They can have time in a quiet environments, choose a favoured activity and have a check-in with a TA.

How do we work as a team?

Mrs Belcher cannot do the job of SENDCo without being part of a team. Here are just a few times we have talked and worked together to support a child.



What else does the SEND team do to help pupils with SEND at St. Andrew's?



Transfer: We work with pre-schools and secondary schools to ensure that all our pupils, particularly those with SEND, transition as well as possible. We arrange for staff to see prospective pupils in their previous settings before joining Reception. We organise extra visits for the pupils moving to secondary school and staff ensure that all relevant information is passed on. Where possible, the SENDCo from the secondary school comes to meet with the St. Andrew's SENDCo to support this process.



Helping teachers: Where possible, the class teacher leads the SEND process for a pupil in their class because they are the people working with pupils daily. It is the SENDCo's role to support them in this and to provide help, signposting staff to ideas, training, resources and professionals who might help further.



Complaints: If you have a complaint regarding the SEND process, your first point of contact is your child's class teacher. If you are not satisfied that your concern has been addressed then please make an appointment to speak with Mrs Belcher. However, if you can't come to an agreement then she would work through the official complaints process with you, as outlined on our website. It is also part of her role to make complaints to outside agencies if she feels that the professionals are not providing the best support for St. Andrew's pupils.

What's next?

Our next steps are focused on further strengthening the consistency and quality of SEND provision across the school. Mr David is excited to be our new SENDco

We will continue to develop our use of Individual Learning Plans (ILPs), ensuring that each child has ambitious, focused longer-term outcomes which reflect their individual needs, strengths and aspirations. These longer-term outcomes will be supported by clear, achievable short-term targets, with provision and interventions directly linked to the outcomes we are seeking to achieve.

We will work closely with class teachers and support staff to ensure that provision is purposeful, consistently implemented and regularly reviewed. The impact of support will be evaluated through the Assess, Plan, Do, Review cycle so that provision can be adapted, strengthened or changed where necessary.

Partnership working will remain central to our approach. We will continue to work collaboratively with children, families, school staff and external professionals, recognising that the best outcomes are achieved when everyone has a shared understanding of a child's needs and the support required.

We also want to continue strengthening open, honest and regular communication with parents and carers. Families should understand what support is in place, why it has been chosen, the outcomes being worked towards and how well it is helping their child. We will ensure that parent/carers views are listened to and meaningfully contribute to decisions about provision and next steps.

Ultimately, our focus is on ensuring that SEND provision is not simply about the support a child receives, but about the difference that support makes to their learning, independence, wellbeing and participation in school life.

We are always happy to talk to you about any concerns, ideas, or questions that you may have about the information in this report or about a particular child. Please contact the school office to arrange this on 01305 832346 or via email office@standrews.dsat.org.uk.

