


## Sutton Veny CofE Primary School Special Educational Needs and Disability Information Report




**Together**, through **friendship**, in **peace** and with **courage**, we reach for the stars.

Colossians 3:12: 'clothe yourselves with **compassion, kindness, humility, gentleness** and **patience**.'


### What is a Special Education Needs and Disability Report?

 A School information report provides information for parents and children on how our Special Education Need and Disability policy ([here](#)) looks in practise and how school and home, work together to support your child.




- Speak to your class teacher 
- The SENCO may be spoken to for advice too
- The class teacher may carry out assessments which will be communicated to you
- The class teacher will try out different types of support
- If this works, then your child is back on track 
- If not then, we will meet with you to discuss how we will support you and your child further 

### Who do I need to talk to if I am concerned about my child's progress?

- Class teacher and the SENCO will carry out further assessments.
- Targeted support may be put in place based on the needs of your child.
- Your child may be put on SEN support with an individual education plan (IEP). IEPs are discussed later in the report.
- It may also involve talking to other professionals but we will talk this through with you. 

### What if things still do not improve for my child?

- We listen to the voice of the parent and child.
- We track the progress of each child in terms 2, 4, and 6 and to monitor each individual child's progress.
- The class teacher and/ SENCO carries out specific screeners and assessments to identify the need, See our SEND policy ([here](#)) 

### How do you know if a child has SEND?

## What kind of SEND do children in the school have?



- Individual educational plans are put in place if your child needs more targeted support.
- They are written, using smart targets, with the teacher, the parent and the child.
- If after several cycles of the assess, plan, do, review (see policy) a child may be placed on a non-statutory support plan if significant progress is not being made
- You can also apply for an EHC assessment if your child is not making the expected progress with the current support which is in place or their needs are greater than what the school can provide with its usual resources.

<https://localoffer.wiltshire.gov.uk/>

This process can take up to 20 weeks.



## How will you involve me in my child's learning?

The four areas of needs are:

- Cognition and Learning
- Sensory and/or physical
- Social, Emotional and mental health
- Communication and interaction


Your child may have an overlap of need from more than one area. See the SEND policy ([here](#)).

## What plans are available to support my child and how do they do they provide support this?



- We will hold regular meetings with you and your child in terms 2, 4 and 6 to talk through any plans that are put in place.
- The meetings talk through the positive elements to school life and also identify the challenges too.
- 3-4 SMART targets are put in place to support your child whether this on an Individual educational plan or targets to meet key areas of an EHCP
- We will talk through the different strategies that we will use to help support your child in meeting their targets. A copy of your revised plan will be sent home too.
- Vocabulary may be sent home and Parent workshops, led by school and the local authority, may also be available to support you and your child.
- Other parent courses are also available for SEN children, military families and parents in receipt of benefits from: [Familyandcommunitylearning@wiltshire.gov.uk](mailto:Familyandcommunitylearning@wiltshire.gov.uk) 01225 770478  
<https://wiltshirefamilyhubs.org.uk/programmes/>  
SENDIASS - [here](#)  
Wiltshire parent and carer council- [here](#)



- To gain a picture of everything about your child, we will find out what they want to be when they are older, talk about their aspirations and favourite things at home and at school 
- We will chat with your child about their learning and what is going well. This may be part of the meeting with parents or with their teacher depending on their age and wishes.
- We will discuss their new SMART targets with them. ([See SEND policy](#))
- We also create one-page profiles for some children to show all the things we have found out about them.
- We discuss strategies that will help your child to meet their targets in the classroom. We listen carefully to your child's ideas and put these onto their individual education plan. These can be added too and adapted.



class.


**How will my child be involved in planning for their learning?**

**How will the school know how well my child is learning?**

**How are the targets broken down so my child is achieving?**

- We use the graduated response ([see SEND policy](#)) to support your child's learning and during the do, assess and review phase, we focus on how well your child is meeting their individual targets.
- You, the parents and children, are an important part of the review process where we meet to discuss the targets and set new ones together.
- If your child has an EHCP, we meet in terms 2, 4 and 6 to discuss the progress your child is making towards their targets; there is an annual review process to review the EHCP
- Targets are known as SMART targets ([see SEND policy](#))
- The SENCO monitors the impact of the interventions and the breakdown of the SMART targets to monitor their effectiveness
- We use a tracking system to track data and monitor progress too to see the bigger picture.
- Class teachers are involved in all parts of the graduated response and the SENCO has an overview of each child's progress ([here](#))
- Progress of social and emotional needs are tracked through targets worked on with the ELSA.



- We have clear handovers from SENCOs and class teachers when your child joins us at Sutton Veny; this can be at the start of an academic year or mid- year so we can begin to build positive relationships with your child. 



- In the school we plan very carefully for the transition from EYFS to key stage one and from key stage one to key stage two.
- Rigorous handovers are completed by each class teacher and monitored by the SENCO so that each class teacher is fully informed of your child's needs.

We have very detailed information from nurseries so that support for your child is continuous. Other professionals may be involved here as part of the handover such as the speech and language team or the school nurse.

- Detailed handovers are provided as your child moves onto secondary school. Enhanced transition may be recommended to support the upcoming change for your child.
- Your child will be supported by their class teacher and their new teacher during their time of transition.
- Our parent support advisor (PSA) ([here](#)) can support you at this time of transition.
- [psa@suttonveny.wilts.sch.uk](mailto:psa@suttonveny.wilts.sch.uk)

**How will you help my child when they move to a new school, or move into your school?**



- High quality teaching is available to all children within our Universal teaching offer for all children in all classrooms.

Teachers make adaptations with resources, assisted technology and other scaffolds to support your child.



- Your child will be in flexible groupings in the classroom setting.
- Your child may have an adult working with them to support them during learning and also working on their targets from their individual education plan. This may be individual or in groups.
- Teachers and teaching partners will monitor the impact of the interventions on a day-to-day basis.
- Your child may need support between lesson and break time where adults will support this movement around school.

**How will teachers support my child?**

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## How will teachers support my child?

## How might you make changes to help my child?

- Your child's class teacher will have the visual timetable up for the whole class. This is spoken through at the beginning of the day. Your child may have their own visual timetable
- Classrooms are organised for easy access. ([see accessibility report](#))
- Your child may benefit from using technology, coloured overlays, headphones as examples of adaptive teaching.
- Your child may have additional support through interventions These take place at the beginning of the day.

- If your child needs certain equipment which is not ordinarily available in school then we will work together to identify what is needed.
- To do this we may get help from different external agencies who help support schools with providing different equipment. This may also be medical equipment where specialist funding may be requested.
- The school is fully accessible in a wheelchair ([link to accessibility report](#))
- We have a first aid room which has full disabled access

## What happens if my child needs specialist equipment or accessible facilities?

- Mr Lewis, currently holds the required qualification for SENCOs. The SENCO, Mrs Bell, is currently working towards her SENCO qualification due to be completed in May 2026.
- Staff have regular training opportunities to develop their knowledge and skills in the area of SEND. This can be led by different external agencies identified by the SENCO and also from medical professionals.
- We, as a school, initiate any relevant training that may help support your child that we have not previously accessed.
- School have specialist support from our ELSA (Mrs Phelps) and Mr Berryman from headstand PE

**What training do staff have to do to be able to help my child?**

**How do you check things are working well?**

- Class teachers and their teaching partner are constantly monitoring on a daily basis how your child is working.
- The SENCO monitors the provision – termly-within the classrooms and the impact this is having on your child's progress.
- Parent meetings to discuss your child's targets take place in terms 2, 4 and 6. This is extra to parent appointments where you can meet with the teacher.

- The school accessibility plan can be found ([here](#))
- Our clubs are available to all children ([here](#))
- We have clubs for EYFS, KS1 and KS2 children which your child may want to take part in. Clubs for EYFS and KS1 have been a new initiative which is extending due to its success.
- All children have the opportunity to take on roles of responsibility such as school councillors, sport's ambassadors, digital leaders, newspaper editors and eco council.
- If your child is preparing for a school trip, teachers work alongside you in the planning of this. External agencies may be needed to also support you and class teachers as part of the planning of the trip. This can be a residential trip which takes place in years 5 and 6.
- We have a quiet reflective area inside the school where your child can be at break/and or lunchtime during the less-structured parts of the day.

**How will my child be supported in activities outside of the classroom?**

**How will you support my child's mental well-being and social skills?**

- Our inclusive culture supports the wellbeing of all children, including those with additional needs ([link](#))
- Specialist support is available from the school nurse and our ELSA.
- Our curriculum includes **social**, moral, spiritual and cultural opportunities and experiences within each year across all subject areas.
- Social skills are also woven through the PSHE Curriculum. ([link](#))
- Our behaviour policies support the positive mental –wellbeing of all pupils ([link](#))
- Encouraging good attendance is done by raising awareness of its importance at our annual back to school nights for parents and carers. ([link](#))
- Families are supported through regular attendance meetings, where appropriate, with the headteacher to see where the school can support parents and children.

**What should I do if I'm not happy with the support for my child?**

- If you are not happy with the support your child is receiving, please contact the school to either speak to the SENCo, Mrs Bell or Mr Lewis, the headteacher
- The WPCC can also offer support ([link](#))
- Wiltshire SENDIASS- family action offer support ([link](#))
- Contact the headteacher for the school's Complaints procedure.

- The school accesses many different services such as the local authority ([link](#)) when an EHC application is put forward, health services ([link](#)) social care, charity and volunteer organisations such as the local foodbank ([link](#))
- Schools may get support from the Educational Psychologist, the speech and language team, the Sensory impairment, physical and medical needs team and the specialist SEN service.
- **Families can access support through:**
  - their GP
  - the SENDIASS team ([link](#))
  - the nursing team ([link](#))
  - parent carer council ([link](#))

**What specialist support does the school access?**