



St. John's Stonefold C.E. Primary School, Rising Bridge

SEND INFORMATION REPORT	
Written By	D. Martin
Date	November 2025
Date of Review	September 2026

values:

Empathy Aspiration Generosity Love Endurance

Mission:

Rooted and Established in God's Love: Nurture, Grow, Fly (Ephesians 3:17)

Vision:

Our vision is to live and grow together as a loving church school family, who celebrate one another's individuality. Built upon our shared Christian values,

St John's provides our children with excellent teaching of a bespoke and innovative curriculum, empowering them to flourish with the knowledge and skills for life.

From our vision, we inspire our children to have uncompromising aspirations and to thrive and succeed.

SEND Information Report

At St John's Stonefold CE Primary we are committed to working together with all members of our school community. We believe in achievement for all. We want all adults and children to participate in learning, and we celebrate all members of our community. We strive to create an inclusive culture in our school, and we aim to be responsive to the diversity of children's background, interests, experience, knowledge and skills, so that all children regardless of individual needs make the best possible progress.

We value high quality teaching for all learners and actively monitor the implementation of the curriculum in school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners: staff continually assess, plan, do and review to ensure learning is taking place. Our whole school system for monitoring our provision includes reviewing progress and attainment of **all** children.

How does the school know if children need extra help?

At our school we try to make sure that children with special educational needs or disabilities (SEND) are identified and assessed as early as possible. This is achieved through a variety of ways such as: - Whole school assessment to carefully monitor children's progress and identify any areas of difficulty.

- Teachers may raise concerns about a child's progress or social and emotional development.
- Parents may raise concerns about their child.
- A child may already have been identified with special educational needs in preschool/nursery or a previous school.

Any concerns that school may have are raised with parents and ways to support their child are discussed.

What should I do if I think my child may have special educational needs?

If you are concerned about your child, you can contact your child's class teacher and/or Mr D. Martin, the Special Educational Needs Co-ordinator (SENCO).

We operate an Open-Door policy with regards to any concerns a parent may have and will deal with them sensitively and promptly.

How will school support my child?

Typically, a child with Special Educational Needs and/or Disabilities will have specific targets and work planned for them by the class teacher related to the child's needs. The SENCO will oversee this and organise any additional help that is necessary. Records are kept of the support and interventions provided for SEND children in the form of a SEND provision map. The progress and support given to SEND children is monitored closely to help them achieve their very best.

Please see school's SEND policy.

How will the school staff support my child?

Teachers are informed about children's identified additional needs and ensure the classroom/learning environment is inclusive for all learners. They plan and deliver learning to help all children achieve and there is a whole school focus developing 'Great Teaching' approaches which implement and embed Quality First Teaching for all. Teaching Assistants may be deployed to support and work with children

inside and outside the classroom, supporting their learning and emotional wellbeing. The expertise of outside agencies is also sought as and when necessary, so that we can meet the learning needs of all our children.

How will I know how my child is doing?

Parents are invited to meetings at least three times a year to discuss new targets and review the targets that were set previously with the class teacher and/or SENCo. Children are also involved in this process so that school, parents and children work in partnership. There are two parents' evenings throughout the year and an open-door session to discuss your child's end of year report with the class teacher at the end of the summer term.

Parents can discuss their child's progress and attainment at any point throughout the year with the class teacher and/or SENCO.

How is the decision made about the type and how much support my child will receive?

The nature and amount of support given to a child is based on the child's needs and the progress made. This is reviewed regularly and discussed at pupil progress meetings each term. Interventions and support are planned at least termly and recorded on class and whole school provision maps that are monitored by the Senior Leadership Team.

Teaching assistants are used to best support the needs of all the children in school. Some teaching assistants also work with the children at lunchtime to support.

How will my child be included in activities outside the school classroom including school trips?

All children whether they have special educational needs or not will be involved in the full life of the school. Our school aims to ensure that all children have full access to a broad, balanced curriculum and extra-curricular activities including trips. Risk assessments are undertaken when trips are planned and the appropriate support put in place as and when necessary.

What support will there be for my child's overall well-being?

All staff are responsible for supporting children in their care, including supporting and developing children's emotional well-being. Staff recognise that some children may need a short-term intervention due to changes in family life etc. and for others the support may need to be more long term. The amount of support provided is based on the needs of the individual child, taking on a child centred approach.

What specialist services and expertise are available at or accessed by the school?

We use a variety of specialist services that are provided through the authority or private consultants. These include Educational Psychologists, the school nurse and Speech and Language Therapists. Children in EYFS are all assessed using Wellcomm to help identify any speech, language and communication needs at a young age. Wellcomm is also used throughout school where needed. Our experienced SENCo ensures staff are trained to meet the needs of children in our care and helps to support families of children with SEND. School are currently working alongside a variety of specialist services. Acorn psychology are supporting school with a large number of our SEND children, through tailored plans and weekly visits. Children have also accessed a 'Bounce Forward' programme led by Lancashire Mind and a 'Colourful Footsteps' programme led by LCC. Lancashire's IEST team have also supported children within our school.

What training have the staff supporting SEND had or what training are they having?

Staff have received updated Level 1 Child protection Training. Training by ACEducation has also provided staff with the knowledge and recognise and support children with attachment and trauma needs. Staff are up to date with first aid training and paediatric first aid trained in Early Years (including Mr D Martin and Mr P Burns). Staff continue to share good practice and develop professionally, with a focus on neurodiverse needs in schools. All staff will have additional demand avoidance training to support learners in the Spring Term. Acorn Psychology specialist teacher and Educational Psychologist support advise and support staff, so they are able to tailor learning approaches to meet the needs of individual pupils requiring additional support.

How accessible is the school both indoors and outdoors?

Our school is single level and is fully wheelchair accessible with all doorways and entrances to the school being wide enough to accommodate a wheelchair. There are accessible parking spaces available by arrangement for the public and disabled persons and a disabled toilet for wheelchair users. The furniture in school is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

How are parents involved in the school? How can I get involved?

There is an annual induction meeting for parents of new Reception children. The meeting gives parents the opportunity to meet the class teacher and find out more about the school. At the beginning of each academic year there is also a parents evening to inform parents about class routines, homework, class topics and other useful information that will help them to support their child, along with feeding back how children have settled in their new classes and any areas of concern.

Throughout the year teachers plan for times when parents can come into school and work with the children on areas of the curriculum. We support Macmillan Coffee Morning in school and operate an open door policy for this event. Class Dojo is also regularly updated for parents to see the successes of their children during the school day and contact the class teacher with any questions.

Who can I contact for further information?

If you need any further information you can contact the SENCo by email or ring the school directly and make an appointment.

Mr D Martin (SENCo)
d.martin@sjstonefold.com
01706 216706

How will the school prepare and support my child to transfer to a new setting or next stage of education and life?

In the summer term children have a chance to move up to their forthcoming class and work with their new teacher. Teachers also have time planned in to staff meeting to liaise with each other and inform the receiving teacher of your child's needs and how best to support them.

We liaise with high schools and try to organise extra visits for children with SEND and put in place a transition plan to help them prepare for their new high school. Children who have EHCPs will have it updated with targets included about transition to high school.

We hold transition meeting for children with special education needs where needed, inviting parents, new teachers and any other professionals involved with the child. These meetings are a chance to ensure provision for the child as they change classes and allow questions to be raised and answered.

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