Special Educational Needs and Disabilities (SEND) at Spurcroft Primary School and Nursery

INFORMATION REPORT

The future begins here…

At Spurcroft Primary School, we believe in achievement, ambition and progress for all children. We believe that every child has the right to reach their full potential in all areas of learning; academically, socially and physically. We aim to meet the needs of individual children through a well-rounded and fully inclusive curriculum and highly effective and well-adapted teaching and learning. Some children may need additional support during their time with us, while a few may require more precise, individualised provision.

There is a strong emphasis on the early identification of needs through supportive and preventative strategies that reduce barriers to learning. We work flexibly to develop effective partnerships with children, parents and carers, and a range of external professionals, including speech and language therapists, advisory teachers, educational phycologists and CAMHS, to ensure we can meet a broad spectrum of needs.

We undertake a rigorous system of monitoring children's progress, supporting both academic and personal achievement by removing barriers to learning. A wide range of strategies are used to foster a culture of lifelong learning and to promote independence for all children.



Our aims for your child

- To effectively identify and provide for all pupils who have special educational needs (SEN) or a disability
- To work in partnership with parents and carers to ensure the best for their children, providing support and advice for families where appropriate
- To ensure a clear focus on academic outcomes for children while developing and supporting their emotional and social skills
- To provide support and advice for all staff working with pupils with SEND
- To raise the aspirations of, and expectations for, all pupils with SEND in every part of school life



The SEND that Spurcroft Primary School provides for

Spurcroft Primary School provides additional and/or different provision for pupils with a wide range of special educational needs and disabilities, which fall under one or more of these broad areas of need:

- **Communication and interaction –** this category includes Speech, Language and Communication needs and Autism.
- **Cognition and Learning –** this category difficulties with reading, including dyslexia, writing, spelling or maths
- **Social, emotional and mental health difficulties -** this category includes Attention Deficit Hyperactivity Disorder (ADHD) and anxiety disorders.
- **Sensory and physical needs –** this category includes Hearing impairment , severe visual impairment, any physical disability.



The role of the Special Educational Needs Coordinator (SENCo)



At Spurcroft the SENCo role is held by Mrs Rhian Davey, Acting Deputy Headteacher.

At Spurcroft Primary, the role of the SENCo is to lead and coordinate inclusive provision across the school. This includes:

- Overseeing the support provided for children with Special Educational Needs and/or Disabilities (SEND) in school. This includes ensuring that every child with additional needs receives the right help to achieve their full potential and to ensure that support is well planned, delivered, and reviewed.
- Working closely with class teachers, teaching assistants, parents and carers, and a range of external professionals; such as speech and language therapists or educational psychologists, to identify children's needs early and to plan the most effective support.
- Ensuring that individual targets and support plans are in place, monitor each child's progress, and make sure that the right adjustments are made so every pupil can access learning.
- Providing guidance, training, and advice to staff across the school to promote inclusive teaching practices.

Identifying the needs of SEND and assessing their needs

In accordance with the ***Special Educational Needs and Disability (SEND) Code of Practice (2015)***, a child is identified as having SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. This may be because they find learning significantly more difficult than others of the same age, or because they have a disability that prevents or hinders them from accessing educational facilities in the usual way.

At Spurcroft School, we believe that early identification and intervention is vital. This ensures that pupils are provided with the right level of support to meet their individual needs and ensure that they make the progress to fulfil their academic potential.

When children join Spurcroft Primary School, we assess their current learning levels to identify any areas where extra support may be needed. We also use information shared by previous settings, such as nurseries or other schools, to help us understand each child's needs and ensure a smooth transition.

The identification of SEND is a whole-school responsibility. Throughout the year, teachers monitor and assess pupils' progress carefully. If a teacher has a concern, they will meet with the SENCo to discuss the child's needs and decide on appropriate next steps.



Identifying the needs of SEND and assessing their needs

Appropriate assessments of the child will be completed by the SENCo based on the area of concern. For pupils with higher level of need, we work with additional outside agencies and take into consideration advice and guidance from external reports. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Where a child requires different or additional help, a Graduated Approach Plan (GAP) may be created to outline specific targets and support strategies. If, after targeted teaching and intervention, a pupil's needs remain unmet, the SENCo and class teacher will review whether the pupil should be added to the SEND Register for more focused monitoring and support.

We recognise that parents know their children best and we value their insight. Parents are encouraged to speak to the class teacher about any concerns regarding their child's learning or development. The SENCo is also available to offer advice, guidance, and support.



Consulting and involving parents and pupils

The school holds two parent/carer consultation evenings each year and provides a detailed written report in the summer term for all children. This ensures that, each term, teachers can give you an overview of your child's progress in relation to age-related expectations.

If a parent or carer is concerned about their child and a difficulty in relation to SEND, they should contact their class teacher and/or the SENCO directly.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

At this stage, teachers and the SENCo may identify the need for a Graduated Action Plan (GAP) or may need a longer-term plan in the form of a Support and Achievement Plan (SAP) and placed place on the SEND register for long term support.

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Consulting and involving parents and pupils

Support and Achievement Plans (SAPs) and **Graduated Achievement Plans (GAPs)** are reviewed termly by the class teacher and SENCo. These reviews provide an opportunity to evaluate the targets set, assess the effectiveness of the current provision, and establish new targets to support the pupil's continued progress in their areas of difficulty.

Parents and carers of children with SEND are invited to take part in these reviews as part of the SAP and GAP process, ensuring they are actively involved in setting and reviewing their child's targets.

Throughout the year, parents and carers are welcome to meet with the SENCo to discuss their child's SEND needs, review existing provision, and plan next steps. They are also encouraged to contact the SENCo if they wish to explore referrals to external professionals, such as Speech and Language Therapists, Occupational Therapists, Educational Psychologists, or CAMHS.

For pupils with external agency involvement or those with an **Education, Health and Care Plan (EHCP)**, parents and carers are fully involved in the annual review process.



A Graduated Approach Plan (GAP)

When teaching staff or parents express initial concerns about a pupil's learning it may be appropriate that a short term plan is put in place in order to help accelerate progress and to help gather more evidence, before the child is formally recognised as having a specific educational need. This plan is called a Graduated Approach Plan (GAP).

For some pupils this will enable them to make accelerated progress and catch up with their peers, in which instance the GAP would no longer be necessary.

For other pupils this will help to identify a more significant need and it is likely that they will become a pupil identified as having SEND.

A pupil will be on a GAP for three cycles. If the pupil still needs targeted support after this time, they will be put on a SAP and added to the SEND register.



A Support and Achievement Plan (SAP)

This is a document that profiles your child's strengths and difficulties.

It will outline your child's specific targets with strategies to support and information of the support given in school (how often, and for how long) and ideas for supporting your child at home.

It is reviewed at least three times a year by the class teacher and parents will be encouraged to be part of the review process.

A child's targets influence the provision that they are offered at school and teachers may adapt targets between termly reviews if they have made progress or need additional support.

It may also be used as evidence if the school needs to apply for extra funding.



An Education Health Care Plan (ECHP)

Some children and young people have a significant need that may not be met in a mainstream setting, without high levels of support.

In these cases, schools or parents can request an Education Health Care Needs Assessment.

This assessment involves a process of gathering information from the relevant people or agencies, including the views, interests and aspirations of the parents and child or young person.

The needs assessment will help the Local Authority determine whether we need to make additional provision through an EHC Plan. These plans are for children and young people with the most complex needs, from birth up to the age 25.



Pupil Passport

When a pupil needs adaptions made to their provision or specific strategies offered to help them learn, they will be given a pupil passport. This document will be available to all staff working with that child with an aim to make the pupil's provision consistent.

The pupil passport will contain key information about the child including:

- SEND status and main area of need (e.g. communication and interaction, cognition and learning, social/emotional, sensory/physical)
- The pupil's strengths
- Specific challenges the pupil faces (e.g. attention, handwriting, speech, reading comprehension, managing emotions).
- Practical strategies for teachers and support staff, e.g. give short, clear instructions, use visual aids and check understanding, provide movement breaks, allow extra processing time.

A **Pupil Passport** will be shared with the new class teacher at the end of the school year to ensure a smooth and well-supported transition for the pupil into their new year group.



Assessing and reviewing the pupils towards outcomes

Where a pupil is on a SAP or GAP, we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The pupil's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Who will support my child in school (1)

Class Teachers

The class teacher has overall responsibility for meeting the needs of all children in their class. Their role is to deliver high-quality, inclusive teaching that enables every pupil to access learning, with appropriate adjustments or adaptations to meet individual needs. Teachers carefully assess each child to identify any gaps in knowledge, skills, or potential barriers to learning. These assessments are reviewed regularly to ensure progress is being made and to identify where additional interventions or support may be required.

Teaching Assistants (TAs)

Teaching Assistants work under the direction of the class teacher to support children's learning and wellbeing. They may assist pupils during whole-class lessons or deliver small group or individual interventions — for example, to develop phonics, arithmetic, or social and emotional skills. Some children with SEND receive more individualised support from a TA who follows programmes planned by the class teacher and guided by advice from specialists.



Who will support my child in school (2)

Head Teacher
The Head Teacher has overall responsibility for the progress, provision, and wellbeing of all pupils in the school, including those with SEND. They monitor the work of the SENCo and teaching staff to ensure that high-quality, inclusive education is delivered consistently across the school.

Governing Body
The Governing Body has a strategic role in ensuring that the school meets its statutory duties for pupils with SEND. Governors monitor and evaluate the effectiveness of the school's SEND provision, ensuring that appropriate resources, policies, and support systems are in place. A named SEND Governor monitors the work of the SENCo and Head Teacher to champion inclusion and ensure the needs of pupils with SEND remain a key priority



Matching Learning to meet the needs of the pupil

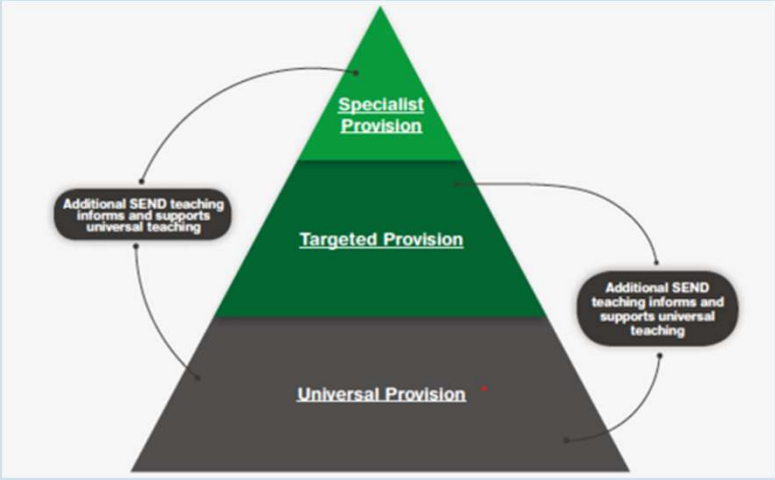
At Spurcroft Primary School, high-quality teaching is our first step in responding to pupils who have SEND. The class teacher oversees, plans and adapts for the education of a child with SEND according to the specific needs of pupils in their class and will ensure the child's needs are met. The SENCO supports class teachers in planning for pupils with SEND through the writing of Support and Achievement Plans, which include pupils' needs and recommended strategies.

We have a three tier approach to support the needs of SEND pupils:

- **Universal provision:** High quality classroom teaching available for all pupils.

- **Targeted provision:** In addition to high quality teaching these pupils may have specific time limited, evidenced based intervention/support

- **Specialist provision:** These pupils will have very individual needs. In addition to high quality classroom teaching, outside agencies and specialist are often involved. Support/intervention is more likely to be longer term, daily, very personalised and more intensive



Matching Learning to meet the needs of the pupil

Quality first teaching includes making the relevant adjustments and adaptions within the classroom so that every child can learn and make progress, no matter their starting point or individual needs. Adaptive teaching means that lessons are planned and delivered in ways that respond to the different strengths and challenges of each pupil.

This can include:

- **Resources and tools**: For example, word banks, visual aids, manipulatives for maths, or assistive technology.
- **Sensory support**: Some children may benefit from sensory resources to help them focus and engage with learning.
- **Scaffolding and strategies**: Teachers and support staff provide guidance and steps to help children access the curriculum at their level.
- **Teaching assistant support**: Some children may work in small groups with the support of a teaching assistant, while accessing the main teaching lesson.

Teachers, support staff, and the SENCo regularly monitor and review the impact of these strategies to make sure every child is making progress. Adaptive teaching ensures that all pupils can participate, learn, and succeed, while getting the right support for their unique needs.

Additional support for learning

In addition to quality first teaching, we also use many intervention programmes, which offer support to boost and support children's learning.

These interventions are usually delivered by a trained Teaching Assistant or teacher, and are monitored by the SENCo. Interventions may target a specific subject area such as comprehension, reading or number skills but there are also social and emotion interventions to support and develop children's communication and social skills and emotion literacy.

Interventions include:

- **Read Write Inc:** A phonics-based reading intervention with a focus on developing accurate decoding and fluency in reading.
- **One to one reading:** Pupils have extra reading practise to develop their fluency and comprehension skills.
- **Mastery Number:** Designed to support children's arithmetic and key number skills who need extra practice with counting, number facts, calculation strategies, or problem-solving
- **Emotion/ Social skills groups:** support to develop important skills for managing feelings, building relationships, and working well with others. These groups provide a safe and supportive environment where children can practise strategies for self-regulation, communication, and teamwork.

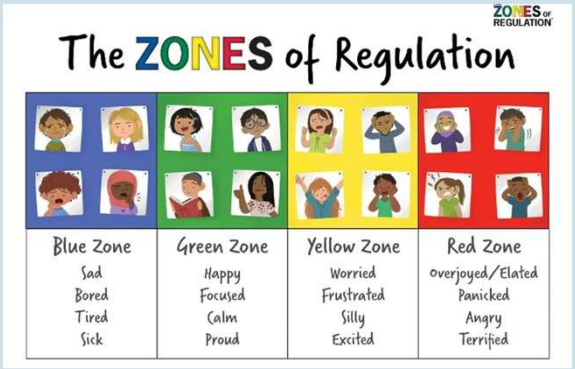
Supporting pupil well-being

At Spurcroft School, your child's wellbeing is paramount and we pride ourselves on our inclusive environment.

We are committed to supporting the well-being of all children and use a whole-school approach to help children understand and manage their emotions, build positive relationships, and develop resilience.

One key part of this approach is the 'Zones of Regulation', a framework that helps children recognise how they are feeling, understand the impact of their emotions, and use strategies to regulate their behaviour. The 'Zones of Regulation' are used across the whole school, so children learn consistent ways to manage their feelings in the classroom, playground, and beyond.

For some children, additional support is provided through regular check-ins with a teacher, support staff, or the SENCo to discuss how they are feeling and provide guidance throughout the day. Some children also use an Emotion Toolkit; a personalised set of strategies and resources, such as calming activities, visual prompts, or sensory tools, to help them manage their emotions when needed. In addition, some children may take part in Emotion and Social Skills Groups, which provide a safe environment to practise communication, teamwork, and self-regulation strategies. Teachers and support staff regularly monitor children's progress and adapt support to meet individual needs.



This approach ensures that all children have the skills, understanding, and support they need to feel safe, confident, and ready to learn.

Accommodating a pupil with a physical disability

Hearing Impairment

- All our classrooms have carpeted areas which help acoustically.
- All our teachers understand how to seat a child with a hearing disability to give them the best chance of hearing well.
- All advice from the Sensory Consortium or teacher of the deaf is followed.

Visual impairment

- Staff consider resources, seating etc
- Advice from professionals is followed

Physical disability

- All areas of the school are enabled for wheelchair users with a lift in the two storey building.
- There are disabled toilets for use by children and staff in both buildings.



Involvement from Outside agencies

The SENCo uses support from outside agencies to make sure that pupils with SEND get the most appropriate, expert help to meet their individual needs

We have regular support from:

- The Educational Psychology Service (EPS) who offer a range of support from discussion with the class teacher, to observations, assessments, and meeting with parents.
- Speech and Language Therapists (SALT) who will assess children, provide training programmes and work with our staff to enable them to deliver them effectively.
- The Therapeutic Thinking Support Team (TTST) if we are concerned about their behaviour in school
- Children and Adolescent Mental Health Service (CAMHS) if there are concerns about severe anxiety, Autism or ADHD.
- Mental Health Support team for concerns around social and emotional needs
- Community School Nurse if there are concerns around bedwetting, sleeping or eating .
- Family Hub Parenting Support
- Parental permission is always sought for all services



Transition between year groups or key stage

At Spurcroft School, we recognise that many children can find transitions challenging, so careful planning and preparation for these changes are an integral part of the support we provide.

We have a transition day late in the Summer Term where pupils visit their new classes and are taught by the new class teacher. Additional story time sessions also take place with the pupils' and their new teacher and teachers visit pupil's in their existing classrooms to build relationships.

Key information is transferred between staff through meetings, discussions, and advice notes. This is so that the new teacher is already aware of the pupil's strengths, areas for development and strategies that help them to learn. For pupils with SEND, existing teachers will discuss the pupil's current SAP/GAP and provide additional information on their current provision and how this can be transferred to the new classroom.

For some pupil's with SEND, the SENCo will organise additional transition sessions. This may be in small groups and consistent of 'meet an greets' with the new teacher or TA, extra time spent in their new classroom or pastoral work on preparing them to move on. Some pupils may also be given a special transition book that they can share with a parent/carer and outlines any key changes e.g. a photo of their new classroom, a photo of their new teacher and support staff, where they will hang their bags and coats etc or where the toilets are.

If needed, the new teacher and SENCo will meet with parents to discuss the transition process and implement any provision that may support the child in the early stages of a new year.

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How your child will be prepared to move on to his or her next school

Transition into Nursery or Reception

We provide home visits for pupils in Nursery and Early Years which take place before your child joins us. There will also be opportunities for your child to join different 'stay and play' sessions during the summer term and new starters will be offered a morning in school during our whole school 'move up' morning.

Transition from Spurcroft to secondary school:

- ❖ Some pupils may have a separate transition meeting where parents are invited to discuss the transition with primary and secondary representatives
- ❖ Some pupils may have additional transition visits to the secondary school which they will be attending in Year 7
- ❖ The SENCO liaise with the SENCOs from the secondary schools to pass on information regarding SEND pupils
- ❖ Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENCO and/or, FSW, the secondary school SENCO, the parents/carers and where appropriate the pupil.

Transition from Spurcroft to another primary school:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving
- All documentation is sent to the new school, including SAPs and GAPs

Supporting my child through their journey with us

- Communicate with class teachers and the SENCo to share any questions or concerns.
- Share what is working well for your child and ideas for what could be improved.
- Support your child in home learning tasks.
- Attend any meetings with school or outside agencies.
- Pass on information from professionals about your child.
- Research into your child's needs.
- It can be very valuable to join local groups or social media groups to seek support for yourself.



Resources and references

- This report reflects the SEND Code of Practice 2015 and is guided by guidance from West Berkshire Local Authority and from the National Association for Special Needs (NASEN).
- It has been shared on the school website and is freely available to parents and other stakeholders.
- It has been discussed with and ratified by the governing body. (November 2025)
- For advice, support, or further enquiries regarding this report, please contact: clerk@spurcroft.w-berks.sch.uk

