



# St. Edward's Church of England Academy

## SEND Information Report

Approved by Trustees  
Last Reviewed in: July 2025  
Next Review due by: July 2026  
Statutory Policy



St Edward's  
Church of England  
Academy

### The Vision for Education at our Academy

***Jesus says, "I have come that they may have life and have it in all its fullness."  
John 10:10***

Our school vision is to ensure that God's aspiration for us all, as expressed in Jesus's words from John 10:10, is reflected in our aspiration for all of our children and staff to experience a full and rich life of learning, growing, helping, and caring for each other.

We are an inclusive community where all are welcomed, supported and celebrated for all they are and for all they do. Our Academy is a place of, and a space for, flourishing and fulfilment because here...

**...we are 10:10 people.**

As a Christian Academy, we live and breathe our core values:

- Respect
- Courage
- Hope
- Friendship

***"For I know the plans I have for you, declares the Lord, plans to prosper you  
and not to harm you, plans to give you hope and a future."***

**Jeremiah 29:11**

***"Be strong and courageous.  
Do not  
be afraid; do not be  
discouraged for  
the Lord your God will be with  
you wherever you go."***

**Deuteronomy 31:6**



***"I no longer call you  
Followers. Instead I call  
you friends."***

**John 15:15**

**1 Peter 2:17**



## **Special Educational Needs and Disability (SEND) Information Report (incorporating the local offer)**

**This Report should be read in conjunction with the SEND Policy**

### **What are special educational needs?**

A child or young person has special educational needs if he or she has a learning difficulty or disability that calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (SEN Code of Practice 2014).

At St Edward's Church of England Academy, we believe that:

- All young people are valued and included regardless of their abilities, needs and behaviours
- All young people are entitled to a broad, balanced and enriching curriculum which adapts as appropriate to meet individual needs
- All our teachers are teachers of students with special educational needs
- All our students can learn and make progress
- Effective assessment and provision for students with SEND will be secured in partnership with parents/carers, students, the Local Authority and other partners
- Maintaining students' safety and well-being is central to their development

Our objectives are to:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress to ensure pupils with SEND achieve their full potential.
- To work in partnership with parents, teachers, Trustees and appropriate agencies in the best interests of SEND students
- Follow the SEND Code of Practice

We will use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health



- Sensory/physical

At St Edward's Church of England Academy, we will:

- Request, monitor and respond to parents/carers' and pupils' views in order to evidence high levels of confidence and partnership
- Ensure a high level of staff expertise to meet pupil needs, through well-targeted continuing professional development
- Ensure full inclusion and support for all pupils with medical conditions in all school activities through consultation with health and social care professionals
- Work in a cooperative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

### **How does our school know if children/young people need additional provision?**

At St Edward's are ethos is based around John 10:10 "I came so that they could have life — indeed, so that they could have life to the fullest" We strive to provide a curriculum, culture and provision that enable all pupils to live their life to the fullest and achieve their full potential, no matter their start in life or Additional Needs.

Pupils are identified in a variety of ways: through assessments, staff and parents raising concerns and through communication with the child's previous school. As we are a middle school, the pupils start at St Edward's in Year 5; therefore, communication with the first schools and parents/carers is paramount in identifying pupils with Additional Needs and ensuring the provision continues for pupils already identified as having Additional Needs.

The SENDCo and pastoral Leaders liaise with all First schools, parents and relevant agencies during Year 4. The SENDCo and pastoral Leaders also complete visits to each First school, gather Information, meet SEND and vulnerable pupils and Year 4 pupils who have already been identified as having an Additional need or are being monitored are invited to attend early transition session in addition to all Year 4 students will attend a 2-day transition in the summer term. Upon entry, we collate data from baseline assessments in reading, writing, math and language. These are then reviewed by the SENDCo and Faculty leaders and teachers in order to identify any pupils who may need additional support in lessons (Wave 1 Intervention) or specific interventions (Wave 2 and 3 interventions) All pupils at St Edward's Church of England Academy have access to a broad, balanced curriculum with high quality teaching that is scaffolded to ensure all pupils can not only access the learning, but developed their independence, resilience and confidence. High quality 1st teaching is monitored through classroom observations; work samples; moderation of assessments and examinations; faculty and teacher meetings with SENDCO; data and progress tracking, in addition to staff and pupil voice questionnaires.

All pupils are assessed through formative and summative assessments on a regular basis, but all pupils on the Additional Needs and monitoring register will have additional standardised testing complete termly in Maths, Reading, Spelling and vocabulary and language. Pupils may also



complete assessments looking at their Social, Emotional and Mental health, as well as classroom behaviour. All pupils are set targets for each subject based on their ability and these are monitored by class teachers regularly. Each term a progress check is completed and these results are also closely monitored by the SENDCo and Faculty Leaders. Pupils who are not making expected progress with the identified and investigated. The SENDCo and Faculty leader along with Teachers and Teaching Assistants will identify pupils who require additional intervention. This could be extra scaffolding in class, resources to use within the classroom or interventions 1-1 or in a group depending on the need and pupil. Parents/Carers will also have the opportunity to discuss these results with their child's teachers during parents evening and during the termly SEND information day held by the SENDCo where the pupil's pupil plan will be discussed and reviewed. At St Edward's Church of England Academy, we ensure pupils who need additional support inside or outside of the classroom receive it within a timely manner.

#### **Pupils are identified through a variety of routes:**

√All staff and parents/carers can raise a concern about a child. Staff complete the concerns referral form and this is reviewed by the SENDCo and actioned. Parents/carers are also able to raise concerns by contacting their child's tutor, pastoral leader or the SENDCo directly. Their concerns will be logged and shared with the relevant staff. The SENDCo will then investigate any concerns.

√Progress and attainment is tracked and monitored by teaching staff, Faculty leaders and the SENDCo on a regular basis. This data is analysed and pupils not making expected progress or who are significantly behind age related expectations will be targeted for additional support with the aim to close any gaps in learning.

√All pupils on the Additional Needs and Monitoring register will complete standardised testing each term. This data is scrutinised by the SENDCo and shared with the relevant staff to plan for interventions if needed. This data may also be used as a baseline at the start of an intervention.

√Pupils may also be identified by the First schools as needed Additional support, this monitoring will of course continue when the pupils are in Year 5 and the Graduated response will be used to assess, plan, do and reviews and targets, provision and data.

√External diagnosis from professionals may also enable us to identify pupils with Additional needs. For example, through Paediatrics, CAMHS and Dyslexia assessments.

√Pupils may also be identified by teachers, teaching assistant, SLT and the SENDCo through observations. When the SENDCo completes an observation, it is recorded and next steps and probable area of need are recorded and shared with staff and parents when appropriate.





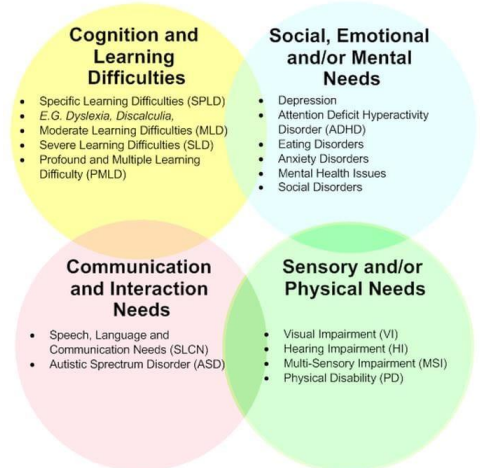
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These needs may be:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical.

All pupils with an Additional need and/or disability will have access to “reasonable adjustments” to facilitate their access to the curriculum and ensure they flourish and live life to the full.

The SENDCo keeps up to date records of all pupils with Additional needs or pupils who staff or parents have concerns about. This is done through the SEND Register. Pupils may start St Edward's already on the SEND register as they have been identified as having an Additional Need at their first school. However, a pupil can be added to the SEND register under a number of categories.



√M- is used if the pupil is being monitored and has been identified as needing additional support. These pupils may receive scaffolding resources in lesson, wave 1 provision or take part in an intervention. If the pupils make the relevant progress they may be removed from and changed to no special education need (N). However, if the pupil does not make progress despite the interventions and Wave 1 classroom interventions the pupil may then be moved to K (SEND Support)

√K -is used for pupils who have been identified as having a SEND/Additional Need and require intervention and reasonable adjustments in line with the Graduated response.

√E- is when a pupil has an Educational Health Care plan, where the Local Authority set out the provision and recommendations in order to support that pupils' additional needs.

Parents/Careers will be fully involved in this process and will need to give written permission to enable their child to be placed on the SEND register (K) or before the academy applies for and Educational Health Care plan (E).

All pupils on the SEND register identified and K or E will have a pupil plan, which informs staff of the child's needs as well as a pupil plan, which will include targets and details of the provision. These plans are reviewed and re-written three times yearly and shared with staff through termly SEND information Days. Each pupil also, have a link TA, who works closely with the child. We follow the Graduated response model of: Assess, Plan, Do, Review. This included all interventions, where an initial assessment is completed, the intervention is planned, the intervention takes place and staff will monitor attendance, engagement and progress and finally the intervention will be reviewed this may include an assessment and reviewed each session records.

These interventions may include:

- Active Literacy
- Beat Dyslexia



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- Fine/Gross motor skills
- Guided reading
- Handwriting
- Power of 1 and 2
- Social Stories
- Toe by Toe
- Zones of Regulation

If we feel progress is not being made despite effective, high quality interventions support from outside agencies may be sought with the permission of parents/carers. This may include:

- Autism Inclusion Team
- CAMHS Educational
- Psychologist Service
- Hearing Impairment Team
- Educational Welfare Workers
- Occupational Therapy SEN/Inclusion Hub
- School Nurse Visual Impairment Team

Parents/ carers may wish to raise or discuss a concern regarding their child. There are several ways this can be done.

If it is a SEND/Additional needs concern- Contact the Academy SENDCo Mrs Sarah Stubbs or Assistant SENDCo Mrs Joanne Eardley on **01538 714740** or via email **sendoffice@st-edwards.staffs.sch.uk**

If it is a social, attendance or behavioural concern the child's pastoral leader should be contacted. If it is a subject related concern contact the child's class teacher or form tutor via the website contact form <https://www.stedwards.academy/contact> If you wish to arrange a meeting with the SENDCo please contact her via email [sendoffice@st-edwards.staffs.sch.uk](mailto:sendoffice@st-edwards.staffs.sch.uk) and bring all relevant information including:

- Medical paperwork which may be appropriate.
- Notes which you may want to consider before meeting with the SENDCo:
- Notes you think your child has SEN/disability
- Whether your child learns at the same rate as other children their age
- What the school can do to help
- What you can do to help

All policies and information regarding SEND and Additional needs can be located on the Academy website <https://www.stedwards.academy/pastoral/learning-support>

**How will you teach and support my child or young person with SEND?**



## St Edward's Church of England Academy

St Edward's Church of England Academy is an inclusive academy where every child is valued and respected as a child of God. We aim to support all pupils and staff to enable all to flourish and live like to the fullest. We aim to provide an accepting setting, which enables all to make progress in their learning, emotional and social development, and develop independence and resilience whilst retaining their individuality and personal belief.

Under the SEND Code of Practice all teachers are teachers of special educational needs, we extend that to all staff. We believe all staff are teachers of pupils with special educational needs. Staff receive regularly and up to date training in order to ensure all pupils receive the best provision personalised to them and their needs. Pupil needs are met in class through quality 1st teaching, classroom organisation, seating arrangements, carefully planned lessons, a range of teaching styles, teaching materials and scaffolding including TA support. St Edward's Church of England Academy supports the recommendations made by the Education Endowment Foundation (EEF) in their support and teaching of students with SEND.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send> in addition to the views and guidance from NASEN [https://nasen.org.uk/news/pupil-parent-and-practitioner-views-support-send-mainstream-school-new-ofsted-report?gclid=EAlaIQobChMI-pKZx4m8-AIVjevtCh19yQAsEAAYAiAAEqKGYPD\\_BwE](https://nasen.org.uk/news/pupil-parent-and-practitioner-views-support-send-mainstream-school-new-ofsted-report?gclid=EAlaIQobChMI-pKZx4m8-AIVjevtCh19yQAsEAAYAiAAEqKGYPD_BwE)

St Edward's Church of England Academy has an extremely, dedicated team of qualified teaching assistants including the SENDCo and Pastoral leaders. We have a school counsellor who are able to offer support for students in school. Pupils are also supported by Autism Outreach as well as the Visual and Hearing-impaired team who support several pupils. All staff provide support within the classroom, out of class in 1:1 and in small groups. The teaching assistants have received a wide range of training, obtain excellent subject and year group knowledge through our link TA model and provide outstanding levels of support for academic learning and emotional support.

All pupils on the SEND register will receive targeted support. This may be through an intervention, classroom support, quality 1st teaching through scaffolding or reasonable adjustments in lessons and around the school. These are planned onto a provision map and interventions are delivered by Teaching Assistants and teachers. Interventions may include small group or individual work. We have a large bank of interventions which cover all areas of SEND and may involve bespoke packages or a programme developed and personalised specifically for a student or group of students. Current interventions include:

- Active Literacy
- Beat Dyslexia
- Fine/Gross motor skills
- Guided reading
- Handwriting
- Numicon
- Nurture
- Power of 1 and 2
- Social Stories
- Toe by Toe





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- Wrexham Maths
- Zones of Regulation

Additional support may be offered for homework, touch typing, handwriting, emotional support, revision support, mind mapping, self-esteem, lunch time and break time support, meet and greet in the morning and time out. We also offer a wide range of lunchtime clubs, including access to the Spiritual Garden, gardening club and cooking. We provide information for parents through: newsletters, information on the website, information evenings; parents' evenings; text message service and letters home. The SENDCo is also available on parents' evenings and hold termly SEND information days for all pupils on the SEND register. At the start of each year new pupils will have the opportunity to access extra transition including a pack, which tells them all about St Edward's and the staff that will support them. We also offer support to parents through The SENDCo reports termly to the SEND Trustee and Trustees, who monitor and reviews the work of the Additional Needs Faculty.

All pupils are assessed through formative and summative assessments on a regular basis, but all pupils on the Additional Needs and monitoring register will have additional standardised testing complete termly in Maths, Reading, Spelling and vocabulary and language. Pupils may also complete assessments looking at their Social, Emotional and Mental health, as well as classroom behaviour. All pupils are set targets for each subject based on their ability and these are monitored by class teachers regularly. Each term a progress check is completed and these results are also closely monitored by the SENDCo and Faculty Leaders. Pupils who are not making expected progress with the identified and investigated. The SENDCo and Faculty leader along with Teachers and Teaching Assistants will identify pupils who require additional intervention. This could be extra scaffolding in class, resources to use within the classroom or interventions 1-1 or in a group depending on the need and pupil. Parents/Carers will also have the opportunity to discuss these results with their child's teachers during parents evening and during the termly SEND information day held by the SENDCo where the pupils' pupil plan will be discussed and reviewed. When action is required to support increased rates of progress, this will follow a graduated a response model: Assess, Plan, Do, Review. Assess: The academy will assess the pupil's needs using teacher assessment, experience, previous attainment and data tracking against peer and national data. Plan: Parents/carers will be invited to a meeting to plan support and intervention. The student will receive a pupil passport/profile and all teachers who work with the student will be made aware of the child's needs and support required. Do: Subject teachers will implement the plan in their daily teaching and retain responsibility for the pupil if 1:1 or small group support is needed outside the subject.

Review: The parent will be invited to a review of the impact of the support and this will be evaluated at a termly meeting. The subject teacher will revise support in line with the outcome of the meeting.

All pupils on the SEND register identified and K or E will have a one-page profiles, which informs staff of the child's needs as well as a pupil plan, which will include targets and details of the provision. These plans are reviewed a re-written three times yearly and shared with staff through termly SEND information Days. Each pupil also, have a link TA, who works closely with the child. We follow the Graduated response model of: Assess, Plan, Do, Review. This included all



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interventions, where an initial assessment is completed, the intervention is planned, the intervention takes place and staff will monitor attendance, engagement and progress and finally the intervention will be reviewed this may include an assessment and reviewed each session records.

If we feel progress is not being made despite effective, high quality interventions support from outside agencies may be sought with the permission of parents/carers.

This may include:

- Autism Outreach Team
- CAMHS
- Educational Psychologist Service
- Hearing Impairment Team
- Educational Welfare Workers
- Occupational Therapy SEN/Inclusion Hub
- School Nurse Visual Impairment Team

### **How will the curriculum and learning environment be matched to my child or young person's needs?**

All staff at St Edward's Church of England Academy have and set high expectations of all pupils. All pupils at St Edward's Church of England Academy have access to a broad, balanced curriculum with high quality teaching that is scaffolded to ensure all pupils can not only access the learning, but developed their independence, resilience and confidence. High quality 1st teaching is monitored through classroom observations; work samples; moderation of assessments and examinations; faculty and teacher meetings with SENDCO; data and progress tracking, in addition to staff and pupil voice questionnaires. Staff use a wide range of methods to support the learning needs of all this is achieved through modelling; scaffolding; questioning; sentence starters; storyboarding; chunking information; use of writing frames; cloze procedures; guided reading; mind mapping; use of ICT e.g laptops, iPad, talking tins and software.

Staffing and resources are adapted to accommodate the needs of pupils through reasonable adjustments and scaffolding. All pupils with an additional need and/or disability will be provided with "reasonable adjustments" to ensure they have full access to the curriculum. The Academy provides specialised equipment to support pupils in the classroom, for example: coloured overlays, larger font size, laptops, reading rulers, pen grips and exercise books with coloured paper, larger squares and lines and all font is Dyslexia friendly. For KS2 SAT pupils may be assessed for Examination Access Arrangements in school and this information is shared with staff at each assessment point. Some students may require additional processing time or access to a reader, scribe, transcribe or prompter. We encourage a collaborative working approach with all outside agencies who are invited to work closely with our pupils with additional needs. We work with a range of agencies to ensure our pupils get the best possible support including: Educational Psychology Service; Autism Outreach; Hearing and Visual impairment team. Our Curriculum is continually monitored and scrutinised for its effectiveness by Faculty Leaders and SLT to ensure that it meets the needs of all pupils and ensure pupils know more and remember more. Not only obtain learning, but remember



what they have learned. All pupils are assessed through formative and summative assessments on a regular basis, but all pupils on the Additional Needs and monitoring register will have additional standardised testing complete termly in Maths, Reading, Spelling and vocabulary and language. Pupils may also complete assessments looking at their Social, Emotional and Mental health, as well as classroom behaviour. All pupils are set targets for each subject based on their ability and these are monitored by class teachers regularly. Each term a progress check is completed and these results are also closely monitored by the SENDCo and Faculty Leaders. Pupils who are not making expected progress with the identified and investigated. The SENDCo and Faculty leader along with Teachers and Teaching Assistants will identify pupils who require additional intervention. This could be extra scaffolding in class, resources to use within the classroom or interventions 1-1 or in a group depending on the need and pupil. Parents/Carers will also have the opportunity to discuss these results with their child's teachers during parents evening and during the termly SEND information day held by the SENDCo where the pupils' pupil plan will be discussed and reviewed.

### **How resources are allocated to meet children or young people's needs?**

At St Edward's Church of England Academy, we ensure reasonable adjustments are made through the adaptation of teaching styles, environments and resources to ensure pupils with Additional needs are able to access learning and flourish. The notional SEND budget and additional funding are used to provide support, resources and provision to pupils with Additional Needs. The budget is used to fund the cost of the SENDCo, Teaching Assistants, interventions and the purchase of resources. All pupils with an EHCP receive support as specified in their individual plans.

### **How is the decision made about what type and how much support my child or young person will receive?**

At St Edward's Church of England Academy, we aim to support pupils with all additional needs regardless if they have a diagnosis or not. Pupil will have access to reasonable adjustments, quality 1st teaching and provision including intervention, which will support their learning, close gaps and allow them to flourish. If a pupil does not have any formal diagnosis, but it is seen that the pupil meets the criteria we will support parents in obtaining a diagnosis when appropriate.

The SENDCo works closely with staff and pupils and their parents/guardians, caseworkers, pastoral team and external agents to develop support packages for individual students. Assessments, observations, book scrutiny, classwork and homework as well as more formal standardised assessment support this process. Regular reviews, discussions and meetings take place to keep parents informed of progress.

### **How will equipment and facilities to support children and young people with SEND be secured?**

The notional SEND budget and additional funding are used to provide support, resources and provision to pupils with Additional Needs. The budget is used to fund the cost of the SENDCo, Teaching Assistants, interventions and the purchase of resources. All pupils with an EHCP receive support as specified in their individual plans.



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### **How will you and I know how my child or young person is doing?**

Subject teacher and Teaching Assistants work alongside the SENDCo to carry out assessments of need. The following information may be used: assessments, observations, book scrutiny, classwork and homework, standardised tests, comparative school data, advice/reports from external agencies, the views of the student, the views of parents. We follow the graduated approach and the four-part cycle of review: assess, plan, do, Pupils plans are completed and reviewed termly, these are shared with the pupil, staff and parents/carers. Parents/carers will also have the opportunity to attend three SEND Information Day to discuss their child's SEND progress and their pupil plan.

### **How will you help me to support their learning?**

At St Edward's Church of England Academy, we feel parental involvement is key to ensuring the pupils have the best outcomes and are allowed to flourish. We use Arbor to share data and information with parents. In addition, our website has resources and information to support parents and pupils. Parents/Carers can support their child by reading at home, helping to complete homework and developing life skills such as cooking. How do we consult with and involve children and young people with SEND in planning and reviewing their education?

Pupil plans are produced by the child's link TA with the SENDCo's supervision and parental engagement. The pupil plans are shared with staff and the targets are created by the pupil's teachers. Parents/carers will also have the opportunity to attend three SEND Information Day to discuss their child's SEND progress and their pupil plan.

All pupil who have an EHC (Educational Need or Education, Health Care plan) will have an annual review in addition to the Three SEND Information days. This meeting will review the targets and provision set out in the EHC. Pupils have weekly catch-up meetings with their link Teaching Assistant where their views and concerns are listened to and recorded if needed.

### **How do you assess and evaluate the effectiveness of provision for children and young people with SEND?**

All pupils are assessed through formative and summative assessments on a regular basis, but all pupils on the Additional Needs and monitoring register will have additional standardised testing complete termly in Maths, Reading, Spelling and vocabulary and language. Pupils may also complete assessments looking at their Social, Emotional and Mental health, as well as classroom behaviour. All pupils are set targets for each subject based on their ability and these are monitored by class teachers regularly. Each term a progress check is completed and these results are also closely monitored by the SENDCo and Faculty

Leaders. Pupils who are not making expected progress with the identified and investigated. The SENDCo and Faculty leader along with Teachers and Teaching Assistants will identify pupils who require additional intervention. This could be extra scaffolding in class, resources to use within the classroom or interventions 1-1 or in a group depending on the need and pupil. Parents/Carers will also have the opportunity to discuss these results with their child's teachers during parents evening and during the termly SEND information day held by the SENDCo where the pupils' pupil plan will be



discussed and reviewed. Pupil, Parent and staff voice is collected at least once a year and these results are shared with staff to identify areas of development. External agents involved with the young person may provide regular progress reports which are sent out to parents and recorded in the pupils SEND file. The academy follows the graduated approach and the four-part cycle: assess, plan, do, review. Termly meetings are arranged to discuss progress and amend targets on the Pupil plans.

### **How do you ensure that my child or young person stays safe outside of the classroom?**

The SEND department offer a range of break and lunch time support in a suite of rooms where a range of activities are on offer including homework support, Nurture group, Mindfulness and an opportunity to socialise and eat with peers in a calm environment. Some students may require a link teaching assistant or Pastoral Lead to meet and greet them each morning. A range of rooms are available for students to use in school to access different clubs e.g. Languages club during unstructured times of the day. Staff, including teaching assistants and support staff accompany students on a range of school trips. Some students require early movement between lessons to avoid crowded corridors and staff will be aware of these students. Similarly, some students with additional needs may require teaching assistant support to access the different buildings across the school site and to be accompanied in the school lift. Where appropriate, risk assessments are carried out to ensure the safety of the students in our care.

### **What pastoral support is available to support my child or young person's overall social and emotional development and well-being?**

The SENDCo works closely with the Pastoral Leaders. A weekly meeting is held to discuss pupils who need additional support. Pastoral support is delivered across the Academy following the graduated response with the SENDCo, Pastoral Leaders, Form tutors, Counsellors, Teaching Assistants and Safeguarding team to support the wellbeing of all pupils and staff. Pupils take part in designated PSHE lessons and pupils with high needs learn life skills and pupils with Additional needs are invited to lunch and afterschool clubs. The Pastoral team meet more formally each week to discuss the curriculum and student wellbeing. Intervention support takes place at Nurture group, Mindfulness group, SEND rooms during unstructured times, for self-esteem, anger management, art therapy, managing stress and anxiety, at lunch time clubs, Spiritual Garden, Woodland Worship, link TA meeting time and project giveback.

### **How will you manage my child or young person's medicine or personal care needs?**

Medical and care plans and the administration of medication are managed in compliance with the Academy policy. Care plans are completed by Pastoral Leaders and stored on Arbor so the appropriate staff have access. Care plans that include allergies are shared whole school to ensure staff have the relevant knowledge and training. All medication is safely stored in the Main office and administered by staff in line with our policy.

### **What support is there for behaviour, avoiding exclusions and increasing attendance?**





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At St Edward's Church of England Academy, our ethos is based around our values. The behaviour of pupils is treated seriously in line with the Academy policies. Behaviour and Attendance policy and the Values and Expectations policy can be found on the school website see link below:

<https://www.stedwards.academy/about-us/policies>

Attendance and behaviour are monitored by the SENDCO, Pastoral Leaders and Pastoral lead.

### **How do you support children who are looked after by the local authority and have SEND?**

Pupils who are looked after are supported by the Pastoral Leaders, SENDCO and Pastoral lead. All staff work closely together to reduce the barriers to learning and allow LAC pupils to flourish no matter how long they spend at the academy.

### **Who is involved in my child's education?**

All pupils attend their tutor group in the morning and after lunch where they are registered. Form tutors will also support pupils. Class teachers and Subject Leads can be contacted for specific subject support and pastoral leaders and the SENDCO can be contacted for pastoral and SEND needs. All pupils on the SEND register have a designated link Teaching Assistant who will meet with them regularly to check on wellbeing and progress and who may contact parents if required.

### **How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?**

When new staff join St Edward's they receive personalised SEND training. All staff also receive SEND training specific to the Academy's SEND development to develop and improve practice each academic year. The SENDCO also provides training to staff and teaching assistants and will liaise with external agents to provide training on a range of needs when needed. All pupils on the SEND register have a raised profile and additional information is provided to staff at the start of the academic year, through the pupils one-page profile and in internal emails. Information is shared with staff following the annual review of a pupil who has an Educational Health Care Plan, and following review meetings of pupil plans and assessments. The SEND register, pupil plans and one-page profiles are placed on the staff shared platform for staff access. All Teaching assistants and teachers have a SEND folder with information and strategies to support pupils. These folders are kept in their classrooms and are used on a regular basis. Care plans are shared via internal email if needed and stored on Arbor. Pupils who require access arrangements for SATS evidence to support this will be collected throughout year 5 and 6. Parents/carers will be informed if their child will receive extra time, a scribe, transcribe or

additional arrangements. Staff hold regular SATS meetings to discuss pupils and ensure the correct support is in place. The SENDCO leads a team of dedicated and talented teaching assistants and who share information pertaining to pupils with the relevant staff. The SENDCO also meets weekly with the teaching assistants to discuss any pupils causing concern and identify any areas for development in the current provision. Risk assessments are shared with teaching and support staff.





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### **What expertise do you have in relation to SEND?**

The SENDCO, Mrs Stubbs has attained the National SENDCo Award, NPQH and NPQSL. She has several years of experience coordinating SEND provision over multiple primary schools in a multi academy trust. Mrs Stubbs has attended a variety of training sessions and courses to support pupils with all needs including ASD, speech and language and Visual impairment. Mrs Stubbs also delivers teaching assistant and staff training on a yearly basis and attends all SENDCo forums and inclusion events provided by Staffordshire County Council and Stoke-on Trent Council. Teaching Assistants have received personalised training programmes including Autism awareness, Multi-sensory teaching approaches, supporting pupils with SEBD, scaffolding and being effective within the classroom. Teaching staff have also had training in Quality 1st teaching, scaffolding and effective use of TA's. The SENDCo also encourages the sharing of good practice through regular faculty meetings and feedback/ advice provided by the SLT from lesson observations. All staff receive regular updates on Safeguarding and PREVENT training. The school has a membership to NASEN. The school is working towards Dyslexia Dyslexia-Friendly status. Mrs Eardley, Assistant SENDCo, is currently completing the NPQSENCO.

### **Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?**

St Edward's Church of England Academy has access to Autism Outreach and the school team regularly meets each half-term with those students in school who have a full diagnosis.

The school nurse and medically trained professionals are engaged to deliver training on issues such as asthma, epilepsy and physiotherapy programmes when required to support a pupil. The academy has regular access to advice from a range of service providers including the local district SEND and Inclusion hub. The SEND department work with speech and language therapists, physiotherapists and other health professionals who are involved with students attending school and a wide range of external agencies which include: Autism Inclusion Team, Hearing Impairment Team, Visual Impairment Team, Educational Psychologist Service, CAMHS, Occupational Therapy, Educational Welfare Workers and School Nurse.

### **Who would be my first point of contact if I want to discuss something?**

Please contact your child's form tutor or pastoral leader if you have any general queries. Please contact your child's Subject teacher or Subject Lead for academic progress concerns. Please contact the for concerns related to SEND: Mrs S. Stubbs SENDCo - 01538 714740 – [sendoffice@st-edwards.staffs.sch.uk](mailto:sendoffice@st-edwards.staffs.sch.uk)

### **Who is the SEN Coordinator and how can I contact them?**

Mrs S. Stubbs SENDCo Mrs. Jo Eardley Assistant SENDCo- 01538 714740 – [sendoffice@st-edwards.staffs.sch.uk](mailto:sendoffice@st-edwards.staffs.sch.uk)



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### **What roles do your Trustees have and what does the SEN Trustee do?**

The SEN trustee is Mrs. A. Pass and Mr. M. Poyntz-Roberts. The role of the trustee is to: Help raise awareness of SEND issues at LG and trustee meetings. Monitor the quality and effectiveness of SEND provision in the academy. Work with the SENDCo to develop SEND policy and provision in the academy. Termly meetings are held between the SEN trustee and the school SENDCo.

The SENDCo also feeds back to the Trustees.

### **How will my child or young person be supported to have a voice in the setting?**

At St Edward's Church of England Academy all pupils have a voice and the right to be involved in making decisions and exercising choice in their education where that is possible. Pupils are encouraged to take part in Pupil Voice activities in school. We have a school council, pupil leaders and SEND pupils can voice their views and opinions about the support they receive with their link TA or the SENDCo. Pastoral leaders also support pupil voice by holding interviews and sessions with pupils to identify ways to improve attendance and mental health.

### **What opportunities are there for parents to become involved in the setting and/or to become a trustee?**

At St Edward's Church of England Academy, we welcome and encourage parents/carers to support us and parents/carers can provide their views and feedback at pupil plan review meetings, annual review meetings and in parental surveys.

### **What help and support is available for my family through the setting?**

Pastoral leaders meet regularly with families to offer support and signpost services. The SENDCo also attends TAF meetings and parental meeting with the Pastoral Leaders when a pupil is causing concern. The SENDCo works with families of students with SEND and other families to provide support and guidance. Referrals are made to external services e.g. CAMHS, Early Help, SEND and Inclusion hub, Autism Outreach when required.

### **How will my child or young person be included in activities outside the classroom, including trips?**

At St Edward's Church of England Academy, we have a vast amount of extracurricular activities and all pupils are encouraged to take part. SEND pupils are also invited to extra-curricular clubs and activities and are included in all clubs, activities and trips that are available. All pupils are encouraged to fully immerse themselves into Academy life by participating in e.g. workshops, enrichment days, transition days, school productions, sports day, camps, residential trips. The Academy and SENDCo will ensure reasonable adjustments are made to facilitate any additional needs and no student is ever excluded from taking part in activities because of a special educational need or disability.



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### **Provide details of the physical accessibility of the setting?**

In line with statutory guidance, the school has an Accessibility plan which is regularly reviewed to ensure that pupils are able to access the curriculum and the physical environment. All pupils, including those that have sensory or physical disabilities, have the opportunity to participate fully in all aspects of the life of the academy. Some pupils, with an EHC plan, receive support from a Teaching Assistant to access the buildings, practical subjects and the full range of learning opportunities thereby facilitating integration into the life of the academy. Pupils at the Academy have access to a lift, ramps, handrails and disabled toilets.

The academy is fully accessible providing a lift and toilets for the disabled. We also have disabled bays located at the front of the building.

### **How accessible is the setting's environment?**

Sensory needs are met according to individual requirements e.g. use of ear defenders, Hearing aids, early movement between classes, lunch and toilet passes and access to safe rooms.

### **What forms of communication does the setting use to ensure inclusivity?**

The Academy uses language translator features on iPads and pupils with EAL have access to Flash Academy, which provides learning in their own language as well as teaching the pupil English.

### **Who should I contact about my child or young person joining your setting?**

Please find the link to the Schools Admissions Policy. Links to information  
<https://www.stedwards.academy/about-us/policies> The school is also contactable on 01538 714740 or [office@st-edwards.staffs.sch.uk](mailto:office@st-edwards.staffs.sch.uk)

### **How can parents arrange a visit to your setting?**

Parents/carers can contact the school office by using the contact form on the website

### **[Contact - St Edwards Church of England Academy](#)**

Parents/Carers will also be invited in 3 times a year to meet with the SENDCo and their child's link TA. Parents/Carers of new pupils will also be invited in for a coffee morning in July before their child is due to start. To arrange a visit to school contact: [office@st-edwards.staffs.sch.uk](mailto:office@st-edwards.staffs.sch.uk)

How will you prepare and support my child or young person to join your setting and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting)

St Edward's Church of England Academy has close links with its feeder primary schools. The SENDCo will visit your child when they are in Year 2 to build a relationship. We are also developing opportunities for pupils to attend the Academy to complete cooking sessions, D & T sessions and



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familiarise pupils with the Academy before they are due to start. All Year 4's come to the Academy for an Induction period in June prior to starting the school in September. SEND and vulnerable pupils will also be invited to an extra transition event prior to the whole year 4

transition days. The Pastoral Leaders and the SENDCO will also visit the primary schools in the Summer term. Additional early transition visits may be arranged for more vulnerable students at the request of the primary school and these commence in January. Where practicable, the SENDCO will attend the Annual Review of a Year 4 pupil who has an EHCP to ensure a smooth transition is made. For children identified with additional needs, regular transition visits take place throughout the spring and summer terms. During early transition, vulnerable students will have access to the SEND Year 4 information booklet. Parents/carers are invited to a meeting at the academy and are provided with a range of information to support transition between settings. Relevant information is disseminated to teaching staff before transfer to ensure a smooth transition.

### **What other support services are there who might help me and my family?**

You may wish to contact the SENDCO if you feel that your child needs the support of a specialist service. Some support services available to parents include: The SENDIASS Staffordshire Family Partnership is for parents and carers of children and young people (aged 0-25), with special educational needs and disabilities and children and young people (up to 25) with SEND can be contacted on <https://www.staffs-iass.org>. They offer information, advice and support about education, health and social care issues to support Staffordshire's SEND Local Offer. The Staffordshire Local Offer can be found: <https://www.staffordshire.gov.uk/Children-and-earlyyears/hildcare-providers-and-professionals/SEND-Local-Offer.aspx> Independent Parental Special Education Advice (IPSEA) <http://www.ipsea.org.uk/> British Dyslexia Association <http://www.bdadyslexia.org.uk> Child and Adolescent Mental Health Service (CAMHS) <https://combined.nhs.uk/> Staffordshire Autism Inclusion Team <https://www.facebook.com/Staffordshire-Autism-Outreach-Team-112695317037942/>

Links to other support and documents can be found on the website.

The Staffordshire Local Offer SENDIASS IPSEA

British Dyslexia Association CAMHS Staffordshire Autism Inclusion Team

When was the above information updated, and when will it be reviewed?

The SEND Information report is updated annually. The latest update was July 2025.

### **What can I do if I am not happy with a decision or what is happening?**

Dialogue between parents and the school is actively encouraged in order to resolve any problems at an early stage. Parents/carers should contact the SENDCO or Pastoral leaders to resolve any issues swiftly. However, if a parent or carer is not satisfied with the response given, the complaints



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procedure outlined on the school's website may be followed. The Academy Complaints Procedure can be found on the website.

Link to complaints policy <https://www.stedwards.academy/about-us/policies>

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the following:

- Your child's Pastoral Tutor
- The SENDCO – Mrs S Stubbs
- The Assistant SENDCO – Mrs J Eardley
- The Principal – Mrs K Smith
- For complaints, please contact school for the Complaints policy
- The School Trustee with responsibility for SEN is Mrs. A. Pass and Mr. M. Poyntz-Roberts
- Chair of Trustees is Mrs C Simmonds

### **What is the procedure to deal with complaints?**

The procedure for dealing with complaints follows the same process whether the complaint relates to special educational needs or any other aspect of the work of the school. The first point of contact will be your child's Form Tutor. If further support is necessary the SENDCo or Pastoral Leader can be contacted through the school office. If you are still unhappy with the level of provision being provided for your child, further guidance can be sought from the Principal, Mrs K Smith, who can direct you to our school SEN Trustee, and/or an appropriate contact from the Local Authority.