



SEN Information Report November 2025

At the Stratford Rural Schools Federation, we are inclusive schools which aim to ensure that all children achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. The three schools follow these inclusive principles:

- All teachers set suitable learning challenges, enabling learners to experience success and achieve a high academic standard through appropriate differentiation.
- All teachers respond to pupils' diverse needs by creating effective learning environments: securing their motivation and concentration, providing equality of opportunity through teaching approaches, using appropriate assessment tools and setting motivational targets for learning.
- All teachers identify and strive to overcome potential barriers to learning for all pupils.

This document is intended to provide information regarding the ways all pupils are supported to realise their full potential.

Q1. Who are the best people to talk to at the Stratford Rural Schools Federation about my child's difficulties with learning / Special Educational Needs or Disability (SEND)?

The class teacher is responsible for:

- Monitoring the progress of your child and identifying, planning and delivering any additional support your child may need.
- Liaising with the SENDCo (Special Educational Needs and Disabilities Co-ordinator) about any concerns with individual / groups of children.
- Liaising with parents about any concerns with individual / groups of children.
- Ensuring the school's SEND Policy is adhered to for all pupils in the class.

Sam Worland has the role of Federation SENDCo. You can contact her through admin3040@welearn365.com marking your email FAO S Worland

She is responsible for:

- Developing and monitoring the school's SEND Policy.
- Co-ordinating the provision for children with SEND.
- Supporting and advising the staff at Loxley C of E Primary and Snitterfield Primary.
- Liaising with external agencies, e.g. SENDSupported, EPS, SaLT.
- Acting as a link between parents, teachers and external agencies.
- Ensuring parents are involved in supporting their child's learning.
- Ensuring pupils are involved in target setting and reviewing their learning.

The Head teacher at Loxley CofE Primary School is Tim Dale and the Head Teacher at Snitterfield Primary School is Rowena Silk. They are responsible for:

- Monitoring and evaluating SEN provision, including the effectiveness of interventions and additional support.
- Managing a range of resources, human and material, to enable appropriate provision for pupils with SEND.
- Keeping the governing body up-to-date with the school's provision for children with SEND.

The SEND governor is Alex Chamberlain. She is responsible for:

- Making sure the school is making provision for and supporting any children with SEND.

Q2. How will the school know if my child needs extra help?

- Liaison with pre-school / previous school.
- Concerns raised by parent(s) / carer(s).
- Concerns raised by teachers.
- Information from Foundation Stage Baseline Assessments.
- Information from the Year 1 phonic check.
- Information from diagnostic tests conducted by SENDCo
- Information from termly teacher and standardised assessments and pupil progress meetings.
- Information from end of KS1 teacher assessments.
- Liaison with outside agencies, e.g. SaLT.
- Liaison with medical professionals.

Q3. How will the school let me know if they have concerns about my child?

- Discussion with the class teacher or head of school.
- Parents' evenings.
- Reports.
- Discussion with the SENDCo.

Q4. What will the school do to support my child?

- Ensure suitable learning challenges are set.
- Use a variety of learning materials and methods.
- Provide additional resources as needed.
- Set up individual or group interventions.
- Identify the level of support needed, e.g. SEN Support / monitoring.
- Involve external agencies for advice and support, where necessary.
- Set PLP targets identifying strategies to be used and success criteria.
- Review progress regularly.

Q5. How will I know how well my child is achieving?

- Parents' evenings.
- Telephone conversations / emails, where necessary.

- Meetings with class teacher / SENDCo / head of school.
- Reports.
- Termly PLP (Personal Learning Plan) reviews.
- Annual Reviews for children with an EHCP.

Q6. How will you help me support my child's learning?

- Home / school liaison.
- PLP review meetings.

Q7. What specialist services and expertise are available or accessed by the school?

- SENDSupported Education Consultant
- Educational Psychology Service
- Speech and Language Therapy (SaLT)
- Early Help – Pathways to Change (EH)
- Community Autism Support Service (CASS)
- Occupational Therapy
- Physiotherapy
- Visual/Hearing Impairment services
- Access to LA support services, e.g. Integrated Disability Service (IDS).

Q8. How will my child be included in activities outside the classroom, including school trips?

- Pre-planning of educational / residential visits/Forest School in review meetings for children with SEND.
- Risk assessments.
- Adapting of arrangements to maximise inclusion.
- Appropriate adult support on educational or residential visits.
- Specific arrangements to be put in place by trip providers to accommodate pupils with SEND.

Q9. How accessible is the school environment?

- A ramp provides full access to school.
- Visual directions are displayed around school.
- Adaptations are available in classrooms to support the individual needs of children, e.g. enlarged print, coloured overlays, wobble cushions, pencil grips.

Q10. How will my child be supported in transition, either to the next class, or secondary school?

- A class transition information sheet will include medical / SEND information.
- Where needed, individual transition meetings are arranged between the SENDCo, current teacher, new teacher and parent(s) / carer(s).
- Where needed, transition booklets with photos of new teacher / classroom etc. are provided for the child to take home over the holiday.
- The SENDCo and class teacher liaise on transition from Year 6 to Year 7 and provide extra visits for vulnerable children.
- The SENDCo of any other destination school is contacted to develop a package to support transition.

Q11. How are the decisions made about how much / what support my child will receive?

- All pupils are treated as individuals.
- Discussions between the child, parent(s) / carer(s), class teacher(s), the SENDCo and Head of School.
- If there is an EHCP in place, discussions will take place at the Annual Review.
- Information is also gathered from SEND progress data.
- Recommendations from external agencies are followed, e.g. SENDsupported, EPS.
- Recommendations re: reasonable adjustments for pupils with specific disabilities are followed.
- Pupils are removed from the SEN Register if they make sufficient and sustained progress.

Q12. Where can I find out about other services that might be available to support our family and child(ren) with SEND?

- Information about Warwickshire's local offer of SEND support is available at www.warwickshire.gov.uk/send along with additional information about services, policies and ways in which children and young adults within South Warwickshire can be supported to ensure their needs are successfully met. You can also find support and information on the SENDIAS website <https://www.warwickshiresendiass.co.uk/>

Q13. If I am not happy with the process or support what can I do?

- Please refer to our federation complaints policy found on our school website.

Reviewed: November 2025 by Tim Dale (Headteacher of Loxley CofE Primary), Rowena Silk (Headteacher of Snitterfield Primary) and Sam Worland (Federation SENDCo)