

Special Educational Needs and Disabilities (SEND) information report

Northway Infant School and Carrant Brook Junior School



Approved by:	Danielle Morley Headteacher	Date: May 2025
Last reviewed on:	September 2026	
Next review due by:	September 2027	

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. We want to show you how SEND support works at Northway Infant School and Carrant Brook Junior School.

This information report works alongside our SEND Policy.

What types of SEND can the school provide for?

Area of need
Communication and Interaction
Cognition and Learning
Social, Emotional and Mental Health
Sensory and/or Physical
Self-care and Independence

We know that some pupils have difficulties in more than one area and we will meet these needs, using our own expertise as well as accessing the advice of experts and outside agencies so that the well-being and progress of our pupils is assured.

We will vary the support to meet individual need; this support is planned according to need and may include adaptations to the environment, changes to teaching style and consideration as to the levels of adult support. Adult support can include whole class, small group, paired and 1:1 intervention.

2. Contact details

Our special educational needs co-ordinator, or SENDco

Our SENDco is **Mrs Tess Jackson**

Contact details: admin.nis@glatrust.org.uk admin.cbjs@glatrust.org.uk and [01684 293447](tel:01684293447) [01684 297065](tel:01684297065)

She is a qualified teacher and has **achieved the National Award in Special Educational Needs Co-ordination**

Mrs Jackson is allocated **3.5 days** a week to manage SEND provision.

Pastoral Support

Our Inclusion/ pastoral strategic lead is Mrs Siobhan Casey

Contact details: admin.cbjs@glatrust.org.uk [01684 297065](tel:01684297065)

Deputy Head Teacher

Our Deputy Head Teachers are Mr Matt Williams and Mrs Siobhan Casey

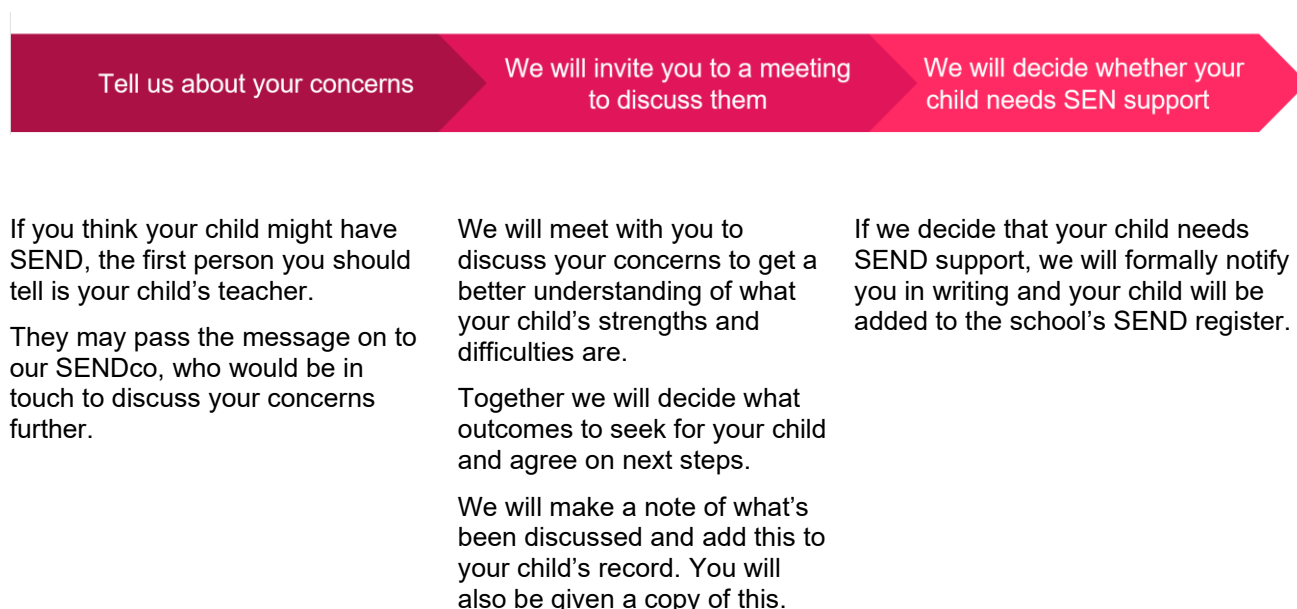
Contact details: admin.cbjs@glatrust.org.uk [01684 297065](tel:01684297065)

Head Teacher

Our Head Teacher is Mrs Danielle Morley

Contact details: admin.cbjs@glatrust.org.uk [01684 297065](tel:01684297065)

3. What should I do if I think my child has SEND?



4. How will the school know if my child needs SEND support?

At Northway Infant School and Carrant Brook Junior School, all our class teachers are trained in SEND and can identify any pupils who aren't making the expected level of progress in their schoolwork or socially.

If your child is still struggling to make the expected progress, the teacher may talk to the SENDco, and contact you to discuss your child's needs.

The SENDco may observe your child in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. The SENDco will ask for your opinion and speak to your child to get their input as well.

If your child does need SEND support, their name will be added to the school's SEND register by the SENDCo with your permission and the class teacher will create and monitor a My Plan for them.

External agencies and experts

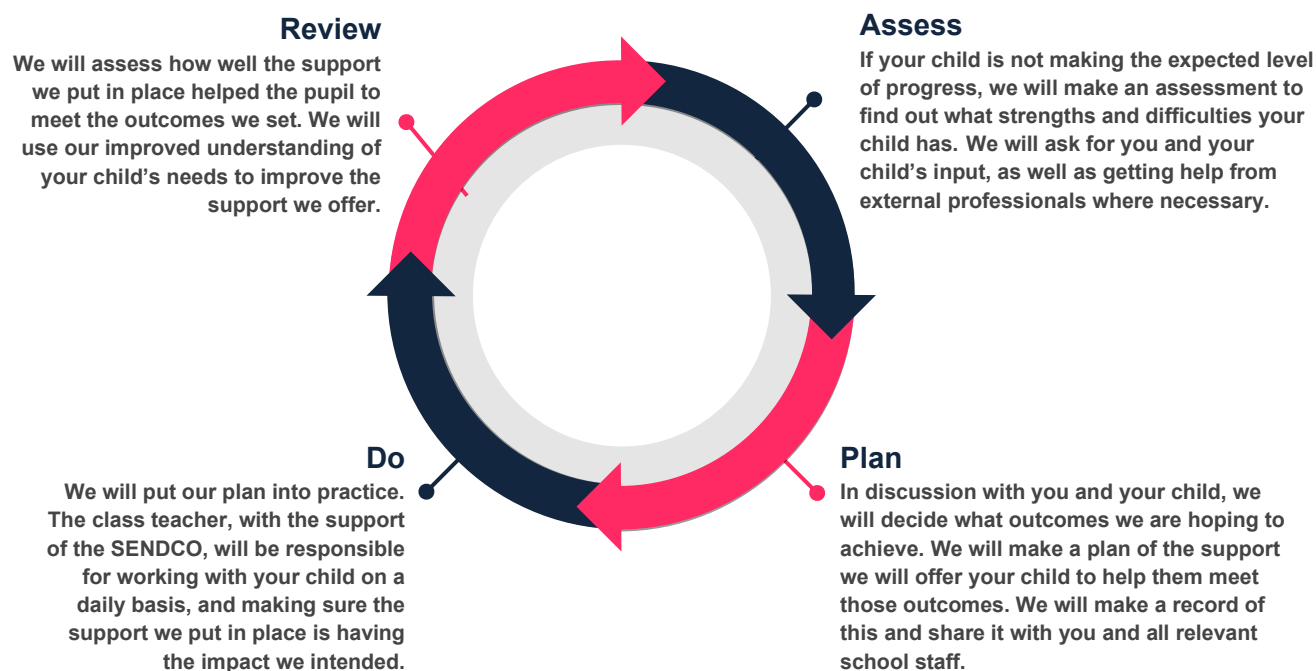
Sometimes we need extra help to determine the type of support your child might need. These include:

- Speech and language therapists
- Advisory Teaching Service
- Educational psychologists
- Therapists (play, sand, trauma informed)
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Young Minds Matter
- Education welfare officers
- Social services and other LA-provided support services

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined. This may include seeking further support and funding through an Education, Health Care Plan. (EHC)

6. How will I be involved in decisions made about my child's education?

We will provide reviews on your child's progress throughout the academic year

Your child's class/form teacher will contact you 3 times (minimum) a year in addition to parents' evenings to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDco may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

7. How will my child be involved in decisions made about their education?

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcome
- Complete a My Profile
- Discuss their views with a member of staff who can act as a representative during the meeting

8. How will the school adapt its teaching for my child?

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by flexible groupings, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adaptations to daily/weekly timetable, when deemed appropriate, to accommodate individual need.
- Whole school focus on quality first teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 basis for specific times within the school day
- Teachers and Teaching assistants may support pupils in small groups or interventions when children require targeted support

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip in Year 5.

All pupils are encouraged to take part in sports day, school plays and any extra-curricular workshops.

Risk assessments are used to support children's participation in extra-curricular activities.

12. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

Please look at on the school website for our admissions policy

13. How does the school support pupils with disabilities?

Each school has an accessibility plan that can be accessed on the school website. We will always ensure to work with any professionals involved in your child's care make any reasonable adaptations or alterations that are needed.

14. How will the school support my child's mental health and emotional and social development?

We have a pastoral support team that work in each school to provide support for pupils to progress in their emotional and social development.

15. What support will be available for my child as they transition between classes or settings?

To help pupils with SEND be prepared for a new school year or school we:

- Ask both the current teacher and the next year's teacher to attend a Team around the child meeting where the pupil's SEND is discussed

- A bespoke Enhanced transition plan may be created to support individual needs
- Dedicated staff meetings focusing on transition for children with SEND
- Schedule lessons with the incoming teacher towards the end of the summer term
- Liaise with feeder school as appropriate. This might include extra visits or meetings.

16. What support is in place for looked-after and previously looked-after children with SEND?

Mrs Jackson, our SENDco, is also the Designated Teacher. This role involves working with teachers to ensure they understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what strategies or interventions may support teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

Please see the school's complaints policy

18. What support is available for me and my family?

If you have questions about SEND, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Gloucestershire's /Worcestershire's local offer online: https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2_1

Please also see the local special educational needs and disabilities information advice and support services (SENDIASS): <https://SENDiassglos.org.uk/>

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Adaption -**
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs

- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages