SEND Information Report

School Name	Studley Green Primary School		
Date written	September 2026	**Review due**	September 2027

What kinds of SEN do children in the school have?

Pupils are at the heart of this inclusive school. (Ofsted, 2021)

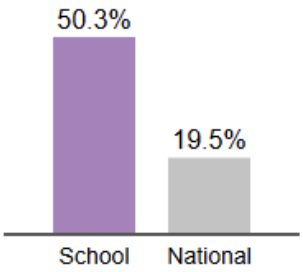
Studley Green Primary School is a mainstream school teaching pupils aged between 4 and 11 years old. We also have two resource bases for children with Complex Needs and Communication and Interaction (See SEND policy for admission criteria). Studley Green Primary School provides every opportunity to develop the full potential of all children in a fully inclusive school, which has high aspirations and expectations for everyone. We do this by offering a broad and balanced curriculum and taking account of our pupils' varied life experiences and needs. We will ensure that children with SEND are provided for according to their identified needs and that they attain good progress from their starting point.

There are 4 main areas of need:

Cognition and learning	Specific Learning Difficulties, including dyslexia, dyspraxia, dysgraphia and dyscalculia Moderate Learning Difficulties Severe Learning Difficulties PMLD
Communication and Interaction	Autism Spectrum Disorder (ASD) Speech and language difficulties
Social, Emotional and Mental Health	Supporting emotional difficulties that may affect behaviours Attention Deficit Hyperactivity Disorder (ADHD) Attachment disorders
Physical and/or Sensory	Hearing Impairments, Visual Impairments,Multi-sensory Impairments, Physical Impairments

We have a higher than average % of children with SEND. This can be further broken down:

Pupils with SEND



	# Pupils	% Pupils	National
SEN Support	50	25.6%	15.4%
EHC Plan	48	24.6%	4.1%

SEND Specific Needs

	# Pupils	% Pupils
Speech, Language and Communication Needs	40	20.5%
Social, Emotional and Mental Health	39	20.0%
Autistic Spectrum Disorder	14	7.2%
Moderate Learning Difficulty	8	4.1%
Physical Disability	3	1.5%
Specific Learning Difficulty	3	1.5%
Severe Learning Difficulty	2	1.0%
Hearing Impairment	1	0.5%
Other Difficulty/Disability	1	0.5%
Profound and Multiple Learning Difficulty	1	0.5%

When reporting on SEND data, we look at the primary need; however, we acknowledge that many children may have more than one need and may overlap areas.

How do you know if a child has SEND?

The Special Educational Needs and Disabilities Co-ordinator is: Sarah Inman

Observing and assessing the progress of individual children will provide information about which areas a child is not progressing satisfactorily in. Extra support will be put in place for classroom learning, and the class teacher will liaise with the SENDCo for advice and the next steps.

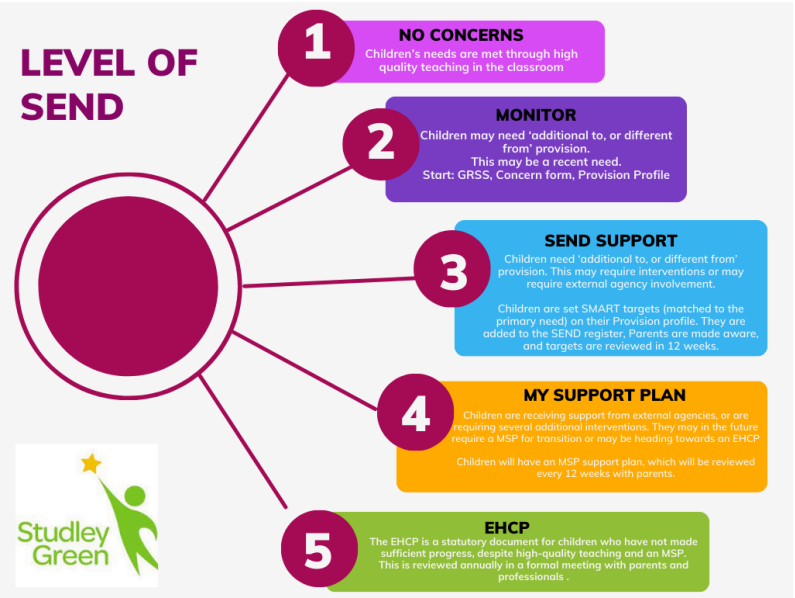
The WGRSS – Wiltshire Graduated Response to Send Support is completed. This will give a profile of the pupil in the four main areas of learning:

1) Cognition and Learning
2) Communication and Interaction
3) Social, Emotional and Mental Health difficulties
4) Sensory and /or physical.

The WGRSS helps to identify if a child needs extra support. If this is the case, we follow the Assess, Plan, Do and Review cycle. We may also use specific screening tools to support our identification, including: GL Ready, Dyscalculia Assessment and Primary Communication Tracker, etc..

Once we have identified a need, class teachers, with guidance from the SENDCo will speak to parents/carers and the child will be added to our SEND register.

We have 5 levels of SEND as outlined below:



At the SEND support level, we will collaborate with pupils and parents to set individual targets for the child. These targets are smaller, realistic, achievable steps that we can measure (SMART targets).

If a child has many professionals supporting them, or we think that in the future a child may need an EHCP, or a My Support Plan will be created, which will then be written with information from the child,

the parents/carers, class teacher and SENDCo. For some children, a My Support Plan will be created to support their transition into secondary school. The 'My Support Plan' is child-centred. It includes a one-page profile which highlights the best way to help and support the child. The profile is updated at the SEND Support meetings held 3 times a year

Parents/carers are always fully informed and information is shared between home and school. We put a lot of importance on developing a good home/school relationship. When appropriate, the child will always play a part. (For further information, see our SEND Policy).

How will you involve me in my child's learning?

In the first instance, parents should communicate with the class teacher regarding concerns that they have. Depending on what is discussed, the SENDCo may also become involved. Class Teachers will run the review meetings, with the SENDCo where appropriate.

Parents are encouraged to communicate through Seesaw (where it is used), and by contacting the teacher directly via telephone (01225 752713) or via email to admin@studleygreen.equamead.org

All children are expected to read at home at least 4 times a week. Additionally, we ask parents to support their children in using Numbots and TTRockstars. Children are set weekly homework and parents are encouraged to support their children with this. Furthermore, teachers may ask parents of children with SEND to complete short activities linked to their targets, including Speech and language targets.

All Learning Plans are shared with parents at each review.

How will children be involved in planning their learning?

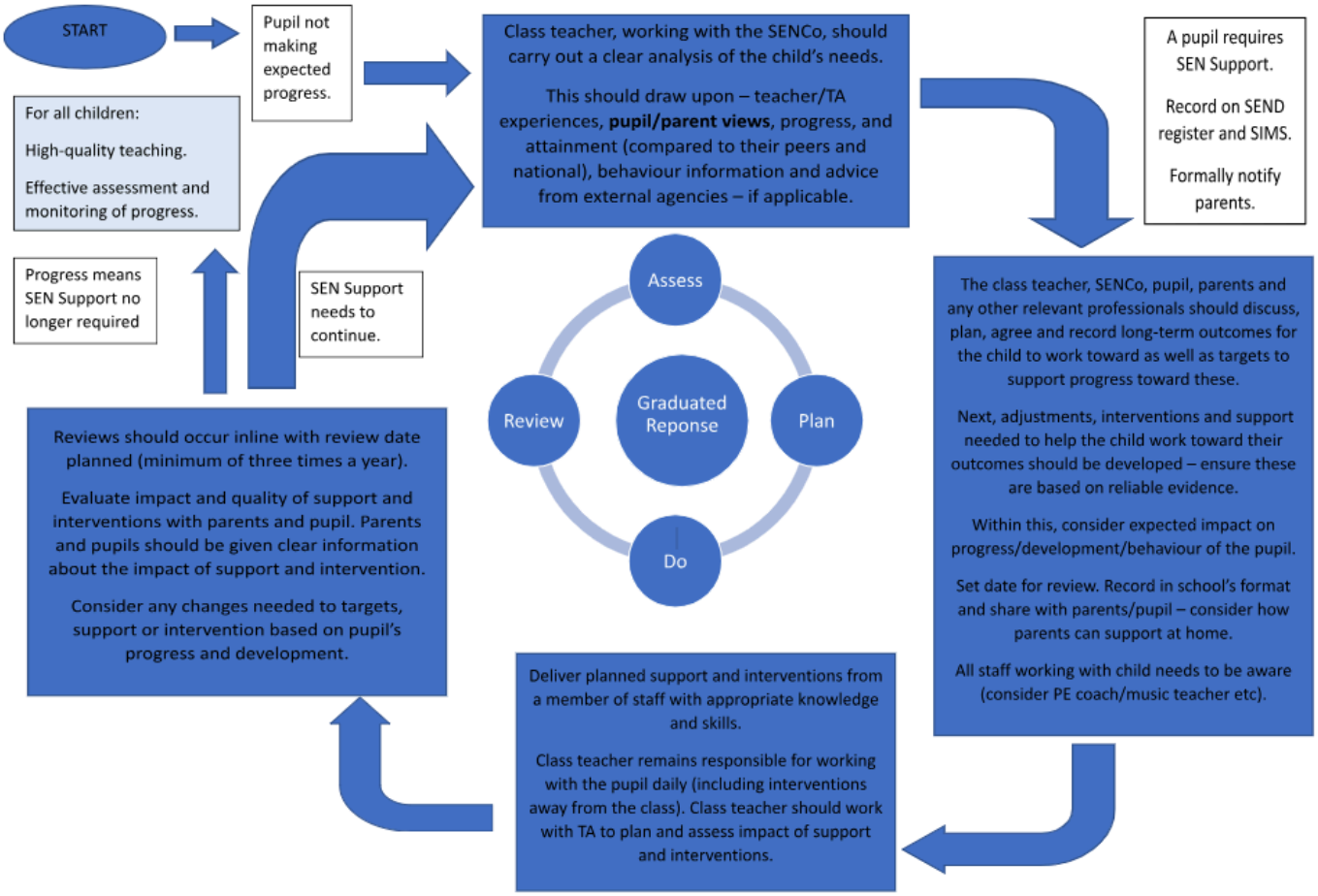
Children's views about how they learn best, what works for them, and how they like to learn is crucial. We seek the child's voice at each level of support.

This is captured on the child's learning plan and/or a one-page profile. Children are invited to meetings. We always listen to the child's voice and together make a plan.

Where children are unable to communicate verbally we use a range of resources e.g. Communication boards, and Makaton symbols.

How will the school know how well my child is learning?

We follow the Wiltshire Graduated response model as outlined below.



Progress is reviewed in a variety of ways, including Team around the class meetings, SEND meetings, updating the learning plans, and assessment data. We use data from the following assessments to determine the progress each child has made.

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical/Sensory
Reading ages Teacher assessments SATS/HeadStart tests Comprehension ages Spelling ages Sandwell - maths age GL ready reviews (dyslexia screener) Strong foundations tracker	Wellcomm Primary Communication Tracker I can checklist NELI Strong foundations tracker	Boxall Therapeutic report Behaviour logs Sensory profile Strong foundations tracker Wiltshire SEMH toolkit	Sensory profile OT reports Strong foundations tracker

How will you help my child when they move to a new school or move into your school?

We recognise that 'moving' on or joining a school can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

We liaise with the feeder pre-schools/nurseries/opportunities playgroup, and also all secondary schools that our children may move on to. Transition in and out of school is adapted for the individual child, and the number of visits/time in school will vary for each child.

For pre-school children, a meeting is held in June, with the class teacher, SENDCo and everyone involved with the child, to discuss the transition. The children will have several visits to school and extra short sessions are available for children who may need them.

We ensure that all strategies, resources, and provisions are implemented on entry and passed on to other schools when children move. In July, the children will experience time in their new classroom with the staff. Those who present with more anxiety will have opportunities for short visits during term 6. All year 6's spend a full day in their new secondary school. Any child who we think will find it more difficult to transition into secondary school will be offered extra visits/support to help them manage and become more confident with this change.

The SENDCo will ensure all information is shared with the new school; in the case of Resource Base pupils the Resource Base Class Teacher will do this. When a child moves into the school, the child's file is read by the SENDCo and the provision is recorded. The class teacher will be made aware of any recommendations. The class teacher will develop a learning plan and ensure that their planning is adapted to meet your child's needs. When children move on in a year group, the class teacher will highlight any strategies and provisions that are required for your child to the new teacher. When a child leaves the school, their SEND file is passed on to the next school, and the SENDCo will share any key information with the new SENDCo.

How will teachers support my child? How might you make changes to help my child?

In line with the Code of Practice, there is the expectation that High Quality Teaching is the first response to meeting the needs of all children and that all children are entitled to a broad and balanced curriculum that provides for the development of knowledge, understanding and skills that they will need in order to become responsible citizens.

Examples of how teachers might support your child include (this list is not exhaustive):

Cognition and Learning	Communication and Interaction	SEMH	Physical/Sensory
•Adapting language •Small group teaching •Initial check-ins •Small chunks of learning •Multi-sensory activities. •Sound/Word mats •Planning/writing frames •Verbal rehearsal of ideas and sentences •Physical resources in Maths • Visuals to reinforce learning • Lesson handouts •Pre-teach Maths •Pre-teach Vocabulary •Additional time •Task Cards •Assistive software to support alternative ways of recording.	•Visual prompts •Now and next •Visual timetable •Social stories •Privacy screen •Structured routines and pre-warning of changes •Pre-teach key vocabulary with picture clues. •Use of visuals and physical resources to support language. •Instructions in short, simple sentences. •Overlearning vocabulary •Processing time is allowed and maximised.. •Checklists and task lists. •Talk partners •Enhanced transitions •Pre-warning of changes to routine	•Explicit praise. •Class responsibilities •Movement Breaks •Brain Break •Low pressure strategies ie whiteboards for answers • Quiet or calm zone •Start or end of day check-ins •Task cards •Visual timer to aid transitions •Initial check-ins to support transition from class to independent work •Wobble cushion •Resistance band around chair legs •Friendship group support •Lego therapy •Quiet lunchtimes •Breakfast Club •Emotional check ins	•Careful consideration of seating •Pencil grips •Visuals to reinforce learning •Sensory breaks •Sensory learning aids e.g ear defenders •Weighted resources •Minimise background noise •Face pupil when speaking •Check instructions •Writing slope •Different width lines in book •Coloured pages in book •Whiteboard set to colour •Wobble cushion • Resistance band •Quiet lunchtimes •Sensory Circuits

Multi-sensory teaching and learning, the grouping of children, targeted adult support, targeted questioning, challenging children in a safe way and celebrating their successes and strengths are strategies that we would use across all areas.

At Studley Green Primary School, we group children flexibly. In the main, they have a talk partner pairing, which is a mixed-ability pairing. Teachers will respond to needs in classes and, as required, will work with smaller groups of children. This may be because they have similar targets or have struggled with similar concepts. Equally, teachers may choose to work with a small group who have excelled in an area.

We consider children's individual needs, make reasonable adjustments and offer flexibility to the curriculum and learning environment. E.g. some children may need a short break away from a busy classroom; part-time hours for a short time, etc...

Children are able to access targeted interventions. These are decided based on data reviews, team around-the-class meetings and teachers' discussions. These interventions may include:

Cognition and Learning	
Reading	Sounds Write interventions Fluency project Comprehension of passages and questions Pre-teach reading/vocabulary 1:1 reading catch up
Writing	Multi-sensory spelling practice of tricky/unknown words Precision Teaching 1:1 phonics WESforD 1/GL ready targeted work Handwriting 1:1
Maths	Mastering Number programme Use of Ready-to-Progress NCETM materials Numberstacks 1:1 support - catch up Sandwell programme
Communication and Interaction	
Communication and Interaction	SWASS strategies Sensory timetable ELSA TEACCH trays Alert programme Attention Autism - bucket Lego Therapy
Speech and Language	SALT 1:1 sessions NELI Colourful semantics Pre-teach key vocabulary sessions
SEMH	
SEMH	Emotional Literacy Group Lego therapy Individual behaviour plan ELSA Circle of Friends Social Skills Group Alert programme Harbour project In 2 Sport Alternative Provision Mental Health Support Team/CAMHS Therapeutic mentoring
Sensory/Physical	
Sensory	Sensory circuits

	Handwriting - intervention Individual sensory provision SPARK resources Sensory diets
Physical	OT Programme Individual physical provision

At Studley Green, we also have a Support Base (Enhanced Provision) for children who may benefit from additional intervention and support, primarily to meet their Social, Emotional and Mental Health (SEMH) needs. The Support Base provides access to a smaller cohort environment and is led by a highly skilled HLTA and Teaching Assistant with expertise in supporting children with SEMH needs. This provision forms part of our specialist offer and aims to help children engage successfully with learning, develop emotional regulation skills and build positive relationships. Access to the Support Base is determined through collaborative discussions involving families, teachers, school leaders and, wherever appropriate, the child themselves, to ensure that the provision is the right fit at that particular time. Placement is dependent on individual need, cohort dynamics and ensuring that children receive the most appropriate support to help them thrive.

How accessible is the school?

All but two classrooms are accessible to wheelchairs; adaptations to which year groups use these rooms could be made if required. There are two disabled toilets, which double up as wet rooms, with a shower if needed. We ensure that the equipment used is accessible to all children regardless of their needs. The car park has a disabled space. The playground, secret garden (wild area) and field are all on one level and fully accessible. In the event of a fire, all entrances and exits are wheelchair accessible.

All children are given the opportunity to sign up for after-school/lunchtime clubs, which are run by the teachers and TAs. All children are given the opportunity to join in with day trips as well as the year 6 residential. We provide extra staff or adaptations to ensure all activities are inclusive.

What happens if my child needs specialist equipment or accessible facilities?

Our school is well-equipped to support children with SEND. Each classroom has many resources to support children, from ear defenders being readily available to Chromebooks to use to record work. Classes also have access to technologies such as Immersive Reader and Widgit.

We have a few children within the school who have specialist equipment. This is stored safely within the classroom, and teachers have had appropriate training to use it.

How does the school create a positive environment?

Our school is a positive and inclusive environment where children can flourish and feel safe. Children are included throughout the school. All classes are set up to be inclusive, and we are guided by the Wiltshire inclusive classrooms checklist

All children are given the same opportunities, and we strive to adapt the environment to ensure that all children have access.

What training do staff have to be able to help my child?

Since SEND is a fundamental aspect of our school, staff training around SEND is critical and happens frequently at all levels.

The SENDCo attends regular cluster meetings and updates staff on any training that may be beneficial. In addition, the SENDCo leads training locally and is part of the discussion and decision groups panel. The SENDCo is fully qualified with a NASENCO award.

Whole school or individual training is given from outside agencies to support specific needs or whole school issues. Staff are also signposted to any specific training that is given by the local authority or the Trowbridge Collaborative.

School staff received training on the following topics in 2025-2026:

- Autism - we were part of the PINS project (Partnership in Neurodiversity in Schools)
- Retrieval Practice
- Explicit teaching of vocabulary
- Stage 1 Trauma - delivered by Bath Trauma Recovery Centre
- Safeguarding and Keeping Children Safe in Education
- Scaffolding learning
- SEND and Inclusion
- Hearing impairment
- Precision teaching.
- Sensory circuits
- Sensory difficulties
- ELSA

In addition to this, we run a TA CPD offer and training which has included: making the best use of TAs, developing children's independence, Behaviour Support training, supporting learning difficulties, and trauma training.

How do you check that things are working well?

The provision is evaluated as part of the school improvement action plan. SEND learning walks inform the SENDCo and Senior leadership team with information about the quality of teaching and how children are supported in the classrooms. In addition to this, the SENDCo monitors the provision profiles that teachers use. The SENDco regularly meets with teachers to discuss provision and individual children. The SENDCo also meets regularly with parents, and this is another way that we are able to evaluate the SEND provision. Staff questionnaires and audits are carried out to ensure training needs can be met. Teachers and TAs all have performance management targets that relate to SEND children.

At Data points, SEND data is collected and analysed and then any changes are actioned. The data of children with SEND is also compared with the local data and national data to ensure that we have the correct provision in place.

Interventions are reviewed as they end, generally every 6-8 weeks and teachers update data platforms and learning plans to reflect progress.

The SENDCo is part of the SLT; therefore, the Headteacher has weekly updates. The SENDCo reports to the Trust Inclusion Team.

How will you support my child's mental well-being and social skills?

We offer a holistic approach to understanding and meeting the needs of our children; to support this we offer:

- Supported play and lunch times
- ELSA (Emotional Literacy Support Assistant) in small groups or for an individual
- Social skills groups
- Friendship groups
- High levels of staff on duty, especially at playtimes
- Various activities to accommodate all needs.
- Some children may access our Therapeutic Mentoring intervention.
- If appropriate referrals can be made for MHST support

We have a strong behaviour policy (Studley Green Primary School - Policies) and the children are explicitly taught the 'Studley Green Code'. All behaviour incidents are logged on CPOMS and are analysed frequently. Through this and careful supervision, bullying incidents are rare. When bullying does occur, the bullying policy is adhered to.

The Studley Green code and behaviour system is regularly reviewed. As part of this, we also make adaptations according to individual children's needs to allow every child to be successful.

Attendance is monitored weekly, and the pastoral manager meets with the headteacher and SENDCo to report on attendance. SEND attendance data is reported separately to the rest of the school and is scrutinised to identify patterns, and appropriate support is put in place.

What specialist support does the school access?

Early identification and intervention will support children's progress, but if a child is identified as having SEND, outside agencies and professionals may become involved to provide specialist assessment and support. Any involvement of specialists will need parental permission, and reports will be shared with parents. They may be invited to attend meetings held in school if it is appropriate. Outside agencies which can be accessed by the school are:

- Educational psychologists
- Specialist Advisory Teachers Service (SSENS)
- Occupational therapists
- Visual and hearing impairment service
- Ethnic Minority and Traveller Advisory Service (EMTAS)
- Speech and Language Therapy Service
- Mental Health Service
- Child and Adolescent Mental Health Services (CAMHS)
- Behaviour Support Service
- School Nurse
- Learning Disability Team
- Paediatricians
- The Harbour Project
- Sensory OT

A list of Wiltshire Alternative Provisions is also available to provide short-term support to those children experiencing significant difficulty accessing learning due to social and emotional needs

What should I do if I'm not happy with the support for my child?

In the first instance, parents should contact the class teacher. If parents/carers still have a complaint concerning provision for their child, they should discuss this further with the SENDCo. If this proves unsuccessful, the matter should be referred to the Headteacher.

Where can I get information and advice from?

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32. This should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

The Local Offer can be found at SEND Local Offer - Wiltshire Council

Parents are also encouraged to contact WPCC (Wiltshire, Parents, carer council) who are able to signpost parents to appropriate support (http://www.wiltshireparentcarercouncil.co.uk/)

Parents can also access the SEND Support and OPAL offer at Support for SEND - Wiltshire Council

Where can I find information on the school's SEN policy?

The SEND policy can be accessed via the school website- https://www.studleygreenprimary.co.uk/
A hard-copy is also available in school, please ask the office for a copy.

Glossary of terms

ABC	Antecedent, Behaviour, Consequence	**LA**	Local Authority
ADHD	Attention Deficit Hyperactivity Disorder	**LDD**	Learning Difficulties and Disabilities
AEO	Assistant Education Officer	**MDSA**	Mid-day Supervisory Assistant
AN	Additional Needs	**MDVI**	Multiple Disabilities and Visually Impaired
ASD	Autistic Spectrum Disorder	**NC**	National Curriculum
BSS	Behaviour Support Service	**PE**	Physical Education
BESD	Behaviour, Emotional and Social Development	**PSA**	Parent Support Advisor
CAF	Common Assessment Framework	**PRISSM**	Planning Resource In School Support Meeting
DbHL	Decibels Hearing Level	**PSP**	Pastoral Support Plan
DfE	Department for Education	**SALT**	Speech and Language Therapy
DOB	Date Of Birth	**SCD**	Social Communication Disorder
EAL	English as an Additional Language	**SDQ**	Strengths and Difficulties Questionnaire
ELS	Early Literacy Support	**SEF**	Self-Evaluation Framework
EHCP	Education Health and Care Plan	**SENCO**	Special Educational Needs Co-ordinator
EO	Education Officer	**SEAL**	Social and Emotional Aspects of Learning
EP	Educational Psychologist	**SLD**	Severe Learning Difficulties
EY	Early Years	**SMART**	Specific, Measurable, Agreed, Realistic, Time limited
EYFS	Early Years Foundation Stage	**SNIP**	Special Needs Information Press
FLS	Further Literacy Support	**TA**	Teaching Assistant
IDP	Inclusion Development Programme	**TP**	Teaching Partner
INSET	In-Service Training	**TAC**	Team Around the Child
KS	Key Stage	**WGRSS**	Wiltshire Graduated Response to SEND Support