



**Courage Hope Love & Friendship**



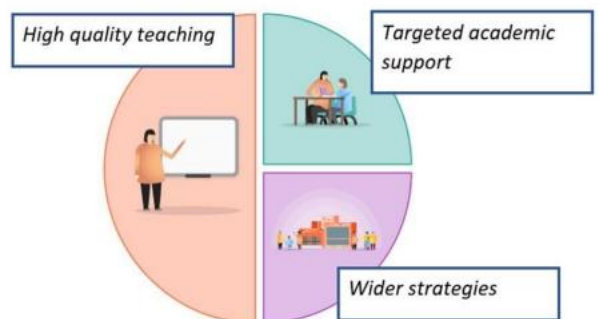
## Special Educational Needs and Disabilities INFORMATION REPORT

September 2025

St Nicholas Church of England (VC) Primary School is a nurturing, Christian school in the heart of the community which aims to inspire life-long learning. We will encourage **every** individual to find their passion and achieve excellence.

*"Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. Love your neighbour as yourself." (Matthew 22:37-39)*

We aim to ensure all children are provided with the support they need to thrive and flourish through high quality teaching supported by precise, targeted interventions. This coupled with broader activities, both at school and home, promote well-being and good emotional and physical health. It is important to us that every child feels valued, represented, and respected. Every opportunity is taken to promote individuals' self-esteem and confidence so that all children confidently approach new challenges and build positive compassionate relationships.



## What if my child needs extra help?

Most difficulties are picked up, and supported in the classroom making use of the class teacher's expertise, and the skills and knowledge of the additional adults in the school. Teachers, supported by senior leadership, constantly monitor children's skills, knowledge and understanding and adapt tasks accordingly, providing additional practice or more challenging tasks as appropriate. Sometimes, additional support is required to help embed specific skills. Children may therefore complete interventions outside of the classroom with one of the other trained adults in school.

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For some children, additional support will occur for one or two sessions. For others, the support may last longer

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Class teachers monitor the impact of any additional support frequently, adapt as appropriate and request further assessment/support from Mrs Law, our SENDCo if necessary.

## Who has Special Educational Needs?

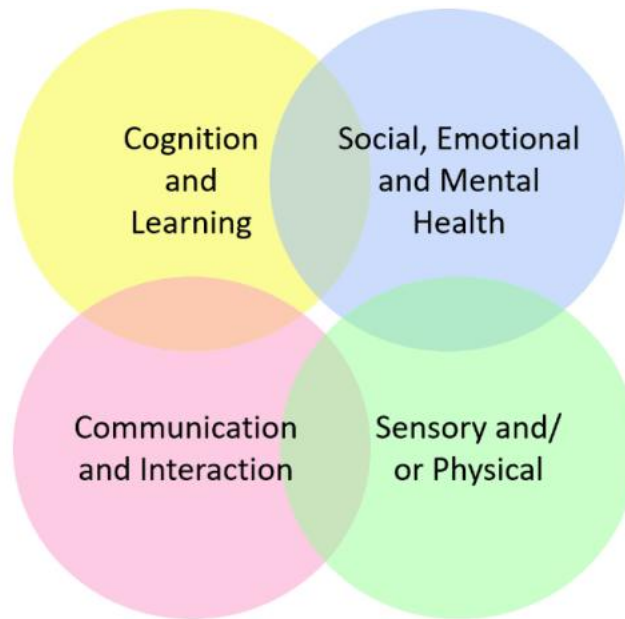
When the level of support given is '*additional to*' and '*different from*' that received by the majority of their peers, and the difficulties are likely to persist for more than a year, your child will be added to the SEND register. Class teachers will communicate this decision to parents.

Being on the Special Educational Needs and/or Disabilities Register does not alter the support given to your child. It formally adds the SENDCo into the monitoring and support process.

## What do I do if I think my child has Special Educational Needs?

Please speak to your child's class teacher or Mrs Law, SENDCo. They will listen to your concerns, explain how your child is presenting in class, offer suggestions about what you can do at home to help your child and agree a plan of action.

## What types of special needs does the school cater for?



We support children with difficulties in each of the four broad areas of need identified in the Education Act. These are:

- **Communication and Interaction;** this includes children who have speech difficulties, or difficulties with language, vocabulary and grammar and those who find the social rules of communication confusing.
- **Cognition and Learning;** this includes children who may learn at a slower pace to their peers even with appropriate adaptation and excellent classroom teaching.
- **Social, Emotional and Mental Health Difficulties;** including difficulties managing emotions or specific challenging events, difficulties with impulsivity alongside the longer-term impacts of trauma and other mental health difficulties.
- **Sensory and/or Physical Difficulties;** this includes disabilities which mean adaptations are needed to ensure full access to all learning activities.

Children may have difficulties in more than one area, and all areas are represented at St Nicholas Primary School. Where external professionals, including health professionals, are involved in the care of your child, the information they provide is used to ensure that the learning environment is adapted, as much as possible, to meet your child's needs.

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*All our classes aim to be fully inclusive, with appropriate adaptations and support given to both individuals and groups of children as required, to enable them to make emotional, social and academic progress.*

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We work hard with other professionals to ensure the majority of children with a wide range of both physical and other disabilities are able to attend our school. This has included adapting classrooms, and classroom practices, and ensuring we have changing facilities to meet the needs of pupils who attend. Individual healthcare plans are produced and followed where a high level of healthcare or physical adaptations are required.



## What training do staff have?

All staff within the school receive training to meet the known and anticipated needs of the children present in the school.

All of our staff complete additional training, and many have expertise in particular areas including motor skill development, speech and language, dyslexia, ASD, ADHD, accelerating reading, precision teaching, colourful semantics, and de-escalation amongst others. We also have an Emotional Literacy Support Assistant in school.

Staff regularly take advantage of training offered by Wiltshire, the Equa-Mead Learning Trust and by the various specialists who work with the school.

## What is an EHCP? What is a SEND Support Plan?

Where difficulties have a profound impact on learning, and the support required is significant, the school may suggest that, with parents, we apply for an Education, Health and Care Plan (also known as a My Plan in Wiltshire).

This is a legal document that sets out the provision (education, health and social care based) that the local authority is responsible for ensuring is provided for a child or young person. It can start from birth and can last until the child is 25 years old (or the provision is no longer needed). The plan will usually come with some funding to enable the school to fund the provision stated within it.

These plans are formally reviewed annually, although progress towards targets are constantly monitored and the targets adapted as necessary.

A SEND Support Plan (previously called a My Support Plan) provides detailed descriptions of needs, and sets targets to work on where needs are more complex than for most children on the SEND register. It is often a transition step prior to applying for a needs assessment for an EHCP. Reviews of SEND Support Plans are carried out at least three times a year.

## How is information about children on the SEND register communicated to parents?

Class teachers communicate regularly with parents both informally and formally at parents' evenings.

If your child is on the SEND register but does not have either a SEND Support Plan or an EHCP (My Plan), they will have a School Support document that class teachers will share with parents three times a year, at parents' evenings and through the annual report. Class teachers also regularly share guidance with individual parents, explaining what they can do at home to help their child.

The SENDCo is also willing to discuss concerns, and share information and resources, with any parent, at any time regardless of whether their child is on the SEND register or not. Please contact the school office to make an appointment.

## How does the school support children with SATs and other assessments?

The support we provide in class will also be made available for internal assessments and external tests (Year 4 multiplication test and Key Stage 2 SATs). Depending upon the assessment, this may include larger print or modified papers, extra time, rest-breaks and the use of coloured paper as well as scribes and readers.

We try to ensure all external assessments are given a relatively low profile, and ensure learning how to recognise and manage anxiety is part of our teaching on emotional development.



## How does the school support children at transition times?

We are aware that some children find transitions difficult (both big ones and small daily ones). Strategies are put in place that support each individual child. Transitions occur between activities in the classroom, going out and coming in from play and the start and end of the day, as well as moving up classes or joining/leaving the school.

Every child has unique needs and so the provision put in place is unique to each child. Common support put in place when there is a change in school or class include

additional visits, taking photos, meeting key staff and exploring the new classroom/school.

Additional support is also given to any child who find trips and additional experiences (such as visitors or sports day) difficult.

When your child leaves St Nicholas Primary School, there will be liaison and discussion between our SENDCo and the SENDCo of the child's new school to put in place measures which will help make the transition as easy as possible. Extended transition, where additional visits to a new school are made, can also be arranged for individuals or groups of children as required.

If you, as a parent, are concerned, please talk to your child's teacher or the SENDCo.

## What specialist services, and expertise, does the school make use of?

The school will work with any specialist involved with your child. Please share Mrs Law's contact details with your child's specialist.

As a school we are able to refer to, or seek support from, a range of services including:

- NHS Speech and Language Therapists
- NHS community paediatricians
- Wiltshire Neurodiversity Assessment pathway
- Special Educational Needs Support Service
- Physical & Medical Support Team
- Educational Psychologists
- NHS Physiotherapists and Occupational Therapists
- CAMHS (Child & Adolescent Mental Health Service)
- the Behaviour Support Team and
- the School Nursing team.

We may also ask you to request referrals from your child's GP or optician for extended eye tests, hearing test or other health concerns.

Please note it is recommended that every primary school aged child has their eyes tested (free of charge) every year.

## Where can I get further information or support?

### Wiltshire LOCAL OFFER

**Wiltshire Local Offer** - provides information about the provision available in Wiltshire for children with special educational needs or disabilities. <https://www.wiltshire.gov.uk/local-offer>



**Wiltshire Parent Carer Council (WPCC)** – WPCC represents parents, provides information and support, and signposts parents to other services. [https://www.wiltshireparentcarercouncil.co.uk/en/Home\\_Page](https://www.wiltshireparentcarercouncil.co.uk/en/Home_Page)

**SEND Information, Advice and Support Service (SENDIASS) Wiltshire** – provides independent support for parents of children with any level of special educational need or disability.

<https://family-action.org.uk/services/wiltshire-sendiass/>



**Wiltshire Children's  
Community Health Services**

 0300 247 0090  [vcl.wiltshirespa@nhs.net](mailto:vcl.wiltshirespa@nhs.net)

**HCRG** (our community health provider) offers a range of support for parents including access to the School Nursing Team, and to the Emotional Wellbeing Team.

<https://wiltshirechildrensservices.co.uk/services/>

There are also specific support pages for parents with children who may have autism or ADHD

<https://bswcommunityservices.co.uk/services/neurodevelopmental-pathway/>