

# Stanton Bridge Primary School

## SEND Information Report 2025-2026



## Our School

At Stanton Bridge, we will always offer a tailored approach to meeting the needs of each individual child, working closely with parents/carers, and any services that are involved. We understand that school can be daunting and overwhelming for children at the best of times, so, you can expect staff to work with you as parents; listen and hear what you have to say about your child. We understand that parents have a fundamental contribution to make in the way school meets the needs of their child. Whilst the educational path may be different for each child, what you can expect for your child are high expectations from all, equality of opportunity, and a determination to help every child reach their full potential and access the wider curriculum.

Stanton Bridge Primary School is a 2 -form entry mainstream school. All children are expected to make progress related to their age and ability.

Stanton Bridge Primary currently has 416 children on role (October 2025) 92 out of the 416 children have special educational needs, with a range of needs from universal to specialist including 12 children with an Education Healthcare Plan (October 2025).



## Meet our SENCO

The Deputy Head Teacher and SENCO is Mrs.K.Panesar



If you would like to contact the school SENCO please do not hesitate to contact Mrs. Panesar, on:

**Tel: 024 7668 8992.**

**Email: [admin@stantonbridge.coventry.sch.uk](mailto:admin@stantonbridge.coventry.sch.uk)**







## Special Educational Needs

At Stanton Bridge Primary School, we support children with a wide range of special educational needs and take pride in being a highly inclusive school. Our ethos celebrates diversity and difference, ensuring that every child feels valued and supported.

Our pupils include those with specific learning difficulties such as **dyslexia, dyspraxia, dyscalculia, autism spectrum disorder, and ADHD**. We also support children with **physical needs** that may affect their learning, including vision or hearing impairments. Some pupils have difficulties with **speaking, listening, and understanding**, and in more complex cases, a global developmental delay. Additionally, we provide support for children with **social and emotional needs** to help them thrive in school.

The SEND Code of Practice (2014) categorises special educational needs into the following areas;

	<b>Cognition and Learning</b> (Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties Severe learning difficulties.)
	<b>Communication and Interaction</b> (Autism spectrum disorder)
	<b>Social, Emotional and Mental Health</b> (Attention deficit hyperactive disorder (ADHD) deficit disorder (ADD))
	<b>Sensory and Physical</b> (Hearing impairments Visual impairment Multi-sensory impairment Physical impairment)



## Identifying and Assessing Need

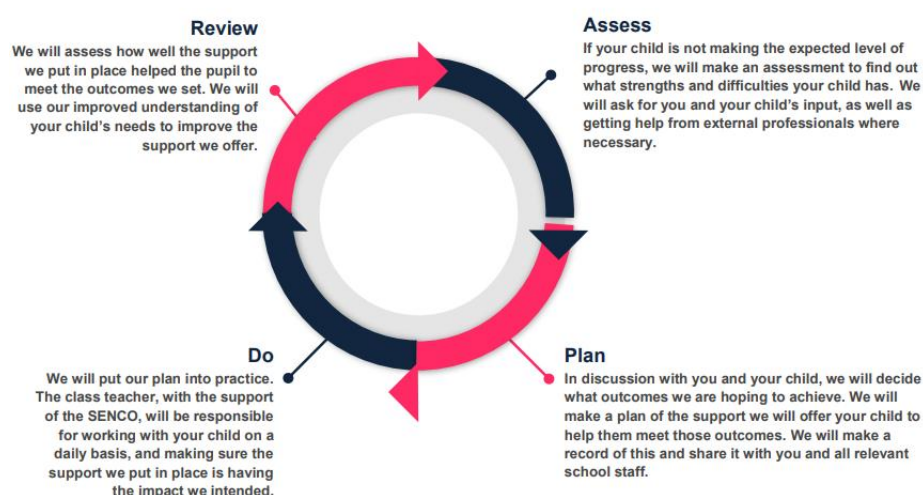
At Stanton Bridge Primary, we work closely as a team to support every child. If staff have a concern about a child, they will discuss it with the SENCo and speak with parents. The child will then be monitored, and we follow the Graduated Response approach of **Assess, Plan, Do, and Review**.

If it is agreed that a child should be placed on the SEND register, we will invite you to a meeting to share your child's targets and the support they are receiving.

Teachers assess pupils at six points during the year, at the end of each half term. Targets are reviewed and updated, forming the pupil's learning plan (if required), which will be discussed with parents.

For children with more complex needs, a **My Support Plan** may be created, with parents actively contributing to the plan. Children with an **EHCP** will continue to have an annual review meeting involving multiple agencies.

In some cases, children may require additional support beyond what we can provide in school. Where necessary, we will involve outside agencies to ensure your child receives the best possible support.



### Early intervention support (Wave 1)

Your child's teacher will work with you to develop an understanding of your child's strengths and potential additional needs and adjustments and provisions that can be made within class.

### Targeted, additional support (Wave 1)

Your child's teacher will work with you to develop an understanding of your child's strengths and potential additional speaking, listening or reading intervention that could help your child.

### Targeted, intensive additional support (Wave 2)

The school's SENCO and class teacher will work with you to put together a SEND Individual Learning Plan which will be reviewed with you termly. Outcomes and additional support will be put in place and reviewed. At this stage it may also be decided that more support is needed to enable progress. An outside agency may become involved with your child and a My Support Plan put in place to help carry out the advice effectively.

### EHCP/Complex Needs (Wave 3)

If your child has more complex and enduring needs, or remains significantly behind, then a request for an Education Health and Care Plan (EHCP) can be made. If an EHCP is agreed, then your child is likely to have more specialist provision and additional adult support. There will also be

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Your child may be assessed using the engagement model if they have special educational needs and disabilities (SEND) which mean they cannot demonstrate recognisable and specific skills, knowledge and understanding in:

- The engagement model is formed of 5 key areas:

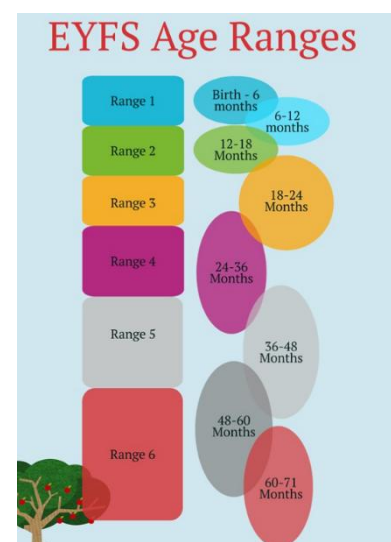
- The engagement model will help enable us to further monitor and track of how well a child is able to engage in the learning and development of new skills, knowledge and concepts across the curriculum. It gives us the opportunity to accurately document their

achievements and progress in their physical, social, emotional and cognitive development and thus tailor learning for their individual needs.

**EYFS Ranges** is an EYFS (Early Years Foundation Stage) assessment tool used to describe typical child development across the different areas of learning:

**Prime areas**—Communication and language, Personal, social and emotional development, and Physical development.

**Specific areas**—Literacy, Mathematics, Understanding the world, and Expressive arts and design.



## PIVATS

**PIVATS** is an assessment tool used to support pupils who are working below age-related expectations within the National Curriculum. It helps us to track progress in very small, meaningful steps and to set personalised targets that ensure learning remains progressive and well matched to each child's needs.

Your child may be assessed using the PIVATS scales in one or more of the following areas of learning and development:

- Speaking
- Listening
- Reading
- Writing
- Mathematics (Number; Shape, Space and Measure; Using and Applying)

These assessments are completed by your child's class teacher and take place continuously as part of everyday learning — they are **not** formal tests.

The outcomes are shared with parents and carers during consultation meetings and review discussions, ensuring you are fully informed about your child's progress and next steps.



## Our approach to teaching children with SEND.

We are an inclusive school, and wherever possible, children are taught alongside their peers in flexible teaching groups. Teachers adapt their high-quality teaching to meet the individual needs of their pupils and plan personalised timetables where necessary. When appropriate, staff provide additional interventions in small groups or offer one-to-one support.

Our approach is informed by **Rosenshine's Principles of Instruction**, which emphasise clear explanations, guided practice, and regular review. Lessons are carefully structured to build on prior knowledge, break learning into manageable steps, and provide frequent opportunities for practice and feedback. This ensures that all children can access the curriculum and make progress, regardless of their starting point.



## Curriculum adaptations

At **Stanton Bridge Primary School**, our vision, "*Crossing the Bridge to Success*", and our mission, "*Inspiring excellence through reflective practice*", guide our inclusive practice and commitment to every child's success. We believe that all pupils, regardless of their individual needs or starting points, are entitled to a high-quality education that enables them to achieve their full potential and prepares them for lifelong learning.

Our curriculum is **ambitious, inclusive, and carefully designed** to inspire curiosity, promote independence, and celebrate success. Planning is purposeful, with **clear goals and outcomes** for all learners. We strive to ensure that **there is no ceiling on achievement** and that every child experiences success through high expectations and personalised support.

We recognise that some children may require provision that is **additional to or different from** that which is typically available for the majority of pupils. In such cases, we adapt our curriculum, teaching methods, and support strategies to ensure that all pupils can access learning meaningfully and make sustained progress.

Our staff have a secure understanding of the **four broad areas of need**, as outlined in the *SEND Code of Practice (2015)*:

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, Emotional and Mental Health Difficulties (SEMH)**
4. **Sensory and/or Physical Needs**



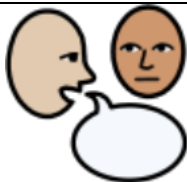

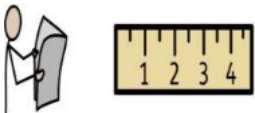




Through ongoing professional development and reflective practice, teachers are equipped to:

- Identify barriers to learning promptly and accurately.
- Implement high-quality, evidence-based strategies within the classroom (Quality First Teaching).



- Work collaboratively with parents, carers, and external professionals to ensure needs are fully understood and effectively met.
- Review and adapt provision regularly to ensure the best possible outcomes for every pupil

At Stanton Bridge, inclusion is at the heart of our ethos. We believe that every child can “cross the bridge to success” when they are supported, challenged, and inspired within a nurturing and reflective learning community.

		
Visual timetables	Assistive technology	Talk partners
		
Focus tools	Overlays and reading rulers	Word bands and scaffolding
		
Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises.





## Parent Consultations

At Stanton Bridge Primary School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

Action/Event	Who's involved	Frequency
IEP /IBP	Class teacher/ SENCo and Children	Once every half term/when required
Parents evening	Class teacher/child	Twice a year
Drop-in service	Early Help and Senior Learning Mentor	Every Thursday
Coffee morning	SENCo/teacher and Senior Learning Mentor	Once a term
Day to Day	Class teacher	Daily
SDP	Head teacher and Senior leadership team	Termly
Letters	Class teacher and SENCo	When and where required



## Child Consultations

At Stanton Bridge Primary School, we actively listen to our children and encourage them to be fully involved in their own learning. We support pupils to evaluate themselves as learners, make informed choices, and share their views. Our aim is for every child to recognise their strengths, understand areas they find more challenging, and identify the types of support or approaches that help them learn best.

The level of pupil involvement will always depend on their age, developmental stage, and individual needs. We understand that no two children are the same, and decisions are made on a case-by-case basis, with your input as parents or carers.

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

Attend meetings and help decide the support needed

Feedback and share views

We will evaluate the effectiveness of provision for your child by:  
 Review progress in SLT meetings and discussing next steps.  
 Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.  
 Reviewing children's individual progress towards their goals at regular intervals, as a minimum every half term.



## Evaluating Provision

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

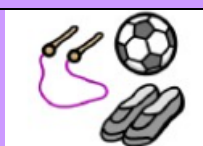
Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENCO.

Regularly using a tracking tool such as PIVAT to update targets and measure progress.

Holding half termly reviews for children who are on Education Health and Care Plans, SEND My Support Plans and those requiring specialist support.

Holding annual reviews for children with Education Health Care Plans.



## Resources

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.



## Staff Training








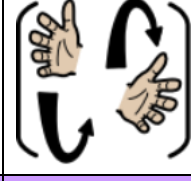
At Stanton Bridge Primary School, we are deeply committed to the ongoing professional development of all our staff. We believe that well-informed, confident practitioners are essential to ensuring that every child — including those with special educational needs and disabilities (SEND) — receives the support and opportunities they need to thrive.




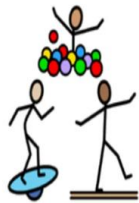

When new staff join our school, they receive a thorough induction. This includes an introduction to our SEND systems and procedures, as well as detailed information about the individual children they will be supporting. This ensures that staff are fully prepared to meet the diverse needs of our pupils from the very start.

The Senior Leadership Team (SLT) regularly reviews and moderates the needs across the school. Where patterns or areas of concern are identified, targeted whole-school training is provided to enhance staff understanding of specific learning difficulties and to share effective teaching and support strategies.

When a child requires more specialist support, we work closely with external professionals, including the **Speech and Language Therapy Service (SALT)**, **Educational Psychologists (EP)**, **Occupational Therapists (OT)**, and **the School Nursing Team**. Parents and carers are always fully involved in these discussions, and consent is obtained before any referrals or interventions are made.

Our staff are skilled in a range of evidence-based approaches and interventions, with many having undertaken specialist training in areas such as:

			
Lego therapy	Supporting children with Autism	Phonic catch up	Team teach
			
Specific Learning Difficulties	Speech and Language	Intensive interaction	Makaton

				
	Precision Teaching	Mental Health and Wellbeing	Wellcomm	Sensory Circuit
 <b>Transition Support</b>	<p><b><u>Nursery to Reception</u></b></p> <p>We hold a parent and carers inductions and sessions at the start of the academic year for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO. We visit children at home and at their previous nurseries and speak to parents and staff in the summer term before they start. Transition to Reception, and then into each successive year-group, is supported by meetings and taster sessions in each new class.</p> <p><b><u>End of Year transition</u></b></p> <ul style="list-style-type: none"> <li>• To help pupils with SEND be prepared for a new school year we:</li> <li>• Create Pupil Passports to identify strengths and what helps them to learn with your child (if needed) to share with their new teacher</li> <li>• Pupils with an EHCP, ASD, and SEMH needs will be told their class teacher before the whole school transition day in July</li> <li>• Pupils with an EHCP, ASD, and SEMH will be given a 'Welcome to Year x' booklet to support changes</li> <li>• Your child's class teacher will share information with their new teacher and write the Autumn Term Individual Learning Plan for your child</li> </ul> <p><b><u>Secondary Transition</u></b></p> <ul style="list-style-type: none"> <li>• The SENCO of the secondary school will meet our with our SENCO. They will discuss the needs of all the children who are receiving SEN support.</li> <li>• SEND information will be given to the new secondary school</li> <li>• You child's class teachers will ensure social needs and SEND needs are considered</li> <li>• Class teachers will meet with teachers from the secondary schools and discuss the needs of all children who are receiving SEN support.</li> </ul> <p><b><u>Mid-Year new starters</u></b></p> <p>When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.</p>			



## Outside Agencies

We have access to a range of specialist support services including: with the following agencies to provide support for children with SEND:

- Educational Psychologist
- NHS Speech and Language therapists
- CCT - Complex Communication Team
- SEMHL- Social Emotional Mental Health Learning Team
- Occupational therapists
- GPs or paediatricians
- RISE
- Child and Adolescent Mental Health Services (CAMHS)
- SEND Early Years Coventry SEN Support Service
- School Nursing Service.
- MHST- Mental Health in Schools Team

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will share the advice and this will be reflected in your child's next plan.



## Activities, Clubs and Trips

All children are encouraged to take part in the full life of the school, including sports day, competitions, assemblies, performances, workshops and other enrichment activities. Pupils are also supported to apply for roles of responsibility, such as house leaders and other leadership positions across the school.

No child is ever excluded from these opportunities because of their SEND or disability. We make all reasonable adjustments to ensure that every pupil can participate meaningfully and safely.

For further details on how we promote inclusion and ensure equitable access for all pupils, please refer to the school's Accessibility Plan, which outlines the steps we have taken to prevent disabled children from being treated less favourably and the arrangements in place to support pupils with SEND.



## Complaint Procedure

Your first point of contact regarding your child's progress or any concerns should be your child's class teacher or phase leader.

If you feel that your concerns have not been fully addressed at this stage, you are welcome to arrange a meeting with the SENCO or the Deputy Head Teacher. Should your concerns remain unresolved, a further appointment can be made with the Headteacher.

If you are still not satisfied with the response, you may contact the school governors via the school office. The Chair of Governors, Dr. Evan Gyasi, will then be able to support you further.



## Coventry Local Offer

**The Coventry Local Authority Local Offer can be found at**

[SEND Home](#)

[SEND Information, Advice and Support Service \(IASS\) – Coventry City Council](#)

**National charities that offer information and support to families of children with SEND are:**

[Special Needs Jungle - News, info, resources & informed opinion about Special Educational Needs, disability, children's physical and mental health, rare disease. Campaigning to #FixSEND](#)

[SEND Family Support - Helping Families Care For Children with SEND](#)

[Support & advice for families | NSPCC](#)

[Our work & impact - Family Action](#)

[\(IPSEA\) Independent Provider of Special Education Advice](#)



## Feedback

If you have any concerns about your child, please speak first with their class teacher or phase leader. If needed, you can then meet with the SENCO or Deputy Headteacher, followed by the Headteacher if concerns remain. Should you still feel unresolved, you may contact the Chair of Governors, Dr. Evan Gyasi, via the school office.