

# **STRAITS PRIMARY SCHOOL**

## **Special Educational Needs and Disabilities Information Report September 2025**



Under the children and Families Act 2014 Section 69 Schools have to publish a SEND Information Report. The purpose of which is to provide information to our current and prospective parents, the Local Authority and Government agencies. This report will be updated at least annually.

**Special Educational Needs and Disabilities Coordinator (SENDCo): Mrs Vellender**

|   | Information Headings from the Act                                                                                                              | What you can expect at Straits Primary School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| 1 | <b>The kinds of special educational needs and disabilities for which provision is made at the school</b>                                       | <p>At Straits Primary School we adopt the definition of SEND as Children are identified as having SEND as stated in the Special Educational Need Code of Practice 0 – 25 Guidance 2014 when they have a significantly greater difficulty in learning than the majority of children the same age.</p> <p>At Straits Primary we support students in the four broad areas of SEND:</p> <ul style="list-style-type: none"> <li>• Communication and Interaction.</li> <li>• Cognition and Learning.</li> <li>• Social, Emotional and Mental Health difficulties.</li> <li>• Sensory and/or Physical.</li> </ul> <p>There are no specialist units within school.</p> <p>The school aims to meet the needs of all children with SEND in consultation with parents, the local authority, as well as specialist agencies from health, education and social care.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 2 | <b>Information about the school's policies for the identification and assessment of pupils with special educational needs and disabilities</b> | <ul style="list-style-type: none"> <li>• Children with a Special Educational Need and/or a disability are identified as early as possible by class teachers/school staff. A child may have already been identified as having a Special Educational Need before they start school by parents or by the child's Nursery and may already have agencies involved.</li> <li>• If school staff are concerned about a child, they take these concerns to the school Special Educational Needs and Disabilities Coordinator (SENDCo) where discussions take place about provisions that need to be made for that child and any outside agencies that need to be involved.</li> <li>• Referrals are made to the appropriate outside agencies, with the consent of parents, who will come into school and assess the child. Their findings will be reported back to parents, class teacher and SENDCo and decisions will be made about what support the child requires.</li> <li>• For children new to the school, starting mid-year or in Year 1-6, information about a child's SEND is passed on by the previous school or setting.</li> <li>• For children in the care of the Local Authority, the expectation is that this information will be provided through the Personal Education Plan (<b>PEP</b>) prior to the child starting or at least within the first week of their arrival.</li> </ul> |

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| 3 | <p><b>Information about the school's policies for making provision for pupils with special educational needs and disabilities whether or not pupils have EHC Plans, including –</b></p> <p>a) how the school evaluates the effectiveness of its provision for such pupils</p> | <p>Straits Primary is a fully inclusive school. Pupils with SEND fully engage in all activities alongside pupils who do not have SEND. Activities will be adapted as and when required to ensure that they are fully included.</p> <p>a) The effectiveness of SEND provision is monitored through:</p> <ul style="list-style-type: none"> <li>• Termly assessments</li> <li>• Progress analysis by class teachers</li> <li>• Progress meetings between year group teachers and the senior leadership team</li> <li>• Termly analysis of progress made towards Individual Support Plan <b>(ISP)</b> or Graduated Response <b>(GR)</b> objectives.</li> <li>• Feedback and discussions with parents/carers.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|   | <p>b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs and disabilities</p>                                                                                                                                        | <p>b)</p> <ul style="list-style-type: none"> <li>• Children are given annual National Curriculum targets to meet based on their previous year's results.</li> <li>• During termly progress meetings between year group teachers and the senior leadership team, those children who are falling short of their targets are highlighted and discussed in depth.</li> <li>• Discussions take place on why a child may be falling short of their expected progress and what provisions need to be put in place to ensure that the child achieves his/her potential.</li> <li>• An ISP or GR is designed for most children with SEND. Three key objectives are set at the beginning of each term and assessed at the end of each term. A copy of a child's ISP or GR is sent home to parents and they have the opportunity to discuss any concerns or queries with the class teacher.</li> <li>• Pupil profiles are created to ensure pupils social, emotional and wellbeing needs are met and staff are aware of any strategies that will help them access the learning environment.</li> <li>• Children with an Education Health and Care Plan <b>(EHC plan)</b> also have a multi-agency annual review of progress which is reported to the Local Authority.</li> <li>• Targets/objectives set by outside agencies inform a child's ISP or GR.</li> <li>• Outside agencies review/reassess progress according to their own protocols and submit a written report to school, which is always passed on to parents.</li> </ul> |

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|  | <p>c) the school's approach to teaching pupils with special educational needs and disabilities</p>                | <p>c)</p> <p>Straits Primary School has high expectations for all pupils. Class teachers are expected to deliver high quality teaching that is adaptive and personalised to meet the individual needs of children.</p> <ul style="list-style-type: none"> <li>• The learning and attainment of all pupils is closely monitored on a regular basis by the class teacher and the Senior Leadership Team. Any pupils who are falling significantly outside of the range of expected academic achievement will be identified as a cause for concern and they will be more closely monitored by staff to gauge their level of learning and possible difficulties.</li> <li>• The child's class teacher will take steps to provide adaptive learning opportunities that will aid the child's academic progression and enable the teacher to better understand the provision and learning style that needs to be applied. Class teachers may seek support from the SENDCO and the Senior Leadership Team.</li> <li>• Some children need educational provision that is additional to or different from that made generally for other children. Where it does appear that a child does have SEND, parents will be formally advised of this and added to the SEND register.</li> <li>• The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is in place to remove barriers to learning and facilitate progress from individual starting points.</li> </ul> <p>The support provided by the school consists of a four part cycle:-<br/>Assess, Plan, Do, Review.</p> <ul style="list-style-type: none"> <li>• Targeted interventions are planned, delivered and evaluated where appropriate, for pupils with SEND this may include small group or individual work.</li> </ul> |
|  | <p>d) how the school adapts the curriculum and learning environment for pupils with special educational needs</p> | <p>d)</p> <ul style="list-style-type: none"> <li>• All children access a broad, balanced and adaptive curriculum alongside their peers. For a small number of children the curriculum and assessments may be amended to meet their very specific need.</li> <li>• A disabled toilet and stair lifts are in place to ensure that children with disabilities can access all areas of school.</li> <li>• Special equipment and resources will be purchased to ensure children with SEND can achieve their full potential.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|  | e) Accessibility                                                                                                                            | <ul style="list-style-type: none"> <li>The school complies with all the relevant accessibility requirements. Please see the school Accessibility Plan for more details.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|  | f) additional support for learning that is available to pupils with special educational needs                                               | <p>f) Once a child's needs have been identified and relevant assessments undertaken, discussions will take place with parents as to how school is planning to support their child and what they might do at home to help.</p> <p>This additional and/or different support might be in the form of:</p> <ul style="list-style-type: none"> <li>Special equipment e.g. foot stools, Move and sit cushions, ergonomic pens/pencils, scissors etc.</li> <li>Additional TA support within the classroom</li> <li>Targeted individual support</li> <li>Larger print size/coloured paper</li> <li>Specially adapted keyboard/mouse as needed</li> <li>Reading interventions</li> <li>Speech and language therapy support</li> <li>Targeted individual/paired or small group support</li> <li>Individual/ group mental health and wellbeing support.</li> </ul>                                                             |
|  | g) activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum | <p>g) All children with SEND, with or without an EHC plan, are encouraged to access extra-curricular activities that are available to pupils. In some cases, if necessary, additional support is provided for trips. If a child requires additional support in order to access facilities due to a behavioural or physical and sensory difficulty, this will be catered for.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|  | h) support that is available for improving the emotional and social development of pupils with special educational needs                    | <p>h) We recognise that some children have emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes follow a structured PSHE (Personal, Social, Health and Emotional education) curriculum to support this development. However, for those children who find aspects of this difficult, we offer support through friendship groups run by class teachers/ TAs, our Educational Psychologist, a Counsellor, Phase Trust or ELSA sessions. We have a nurture room in school which is always available for pupils to access as appropriate. Small nurture groups also run at playtime and lunchtime. Supervised by TA's they allow pupils to access them if they find the playground environment too over whelming or just prefer a calmer environment.</p> |

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|   |                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Pupil profiles are created for individual pupils if needed to ensure staff have a clear view of individual needs and strategies to support them in the classroom environment.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 4 | <b>The name and contact details of the Special Education Needs Co-ordinator.</b>                                                                                   | <p>The Special Educational Needs and Disabilities co-ordinator is Mrs E Vellender at Straits Primary School. Please contact them on 01384 818575<br/> <a href="mailto:evellender@straits.dudley.sch.uk">evellender@straits.dudley.sch.uk</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 5 | <b>Information about the expertise and training of staff in relation to children and young people with SEN and about how specialist expertise will be secured.</b> | <ul style="list-style-type: none"> <li>Mrs Vellender has completed the National Award for SENDCos and attends termly local authority update meetings on SEND. Key information from these meetings is then cascaded to school staff and governors where appropriate.</li> <li>Staff have had updated training to give an overview of EpiPen administration, asthma, epilepsy, attachment therapy, emotion coaching, making sense of autism, occupational therapy service 'Get Moving' programme, Family Fisher Trust reading assessment programme, Better Reading Partnership programme, Dyslexia Friendly Schools, Total Communication Environment training, sensory classrooms, Colourful Semantics, training to support transitions and understanding children's behaviours.</li> <li>School has excellent links with a range of health professionals and can access support and advice readily.</li> <li>Staff have had training to implement the intervention programmes precision teaching and IDL-International Dyslexia learning Solutions.</li> </ul> |
| 6 | <b>Information about how equipment and facilities to support children and young people with special educational needs will be secured.</b>                         | <ul style="list-style-type: none"> <li>Where specific equipment is deemed necessary to support the needs of a child with SEND, the item of equipment will be recorded on the report submitted by outside agencies. The school SENDCo will discuss this with the Head Teacher and resources will be purchased accordingly.</li> <li>The school SENDCo is given a SEND budget and general resources for SEND are purchased using this money. Staff can request resources for SEND and where a need can be demonstrated and a resource is identified to meet that need, resources will be purchased.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 7 | <b>The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</b>      | <ul style="list-style-type: none"> <li>Class teachers will inform parents of any concerns they have about their child as early as possible.</li> <li>Class teachers will inform the SENDCo of any concerns/possible signs of SEND as early as possible.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|    |                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• If staff feel a child needs to be assessed by an outside agency, they will contact parents to discuss this and the appropriate paperwork will be completed together.</li> <li>• After a child has been seen by an outside agency, a copy of their report will be given to parents/class teachers and discussed through review meetings with specific outside agencies.</li> <li>• If staff feel that additional support needs to be put in place for a child this will be identified on the child's ISP or GR which is completed termly and parents are invited to discuss this with class teachers as regularly as they wish.</li> <li>• By sending home copies of a child's ISP or GR parents can clearly see their child's targets, where their child needs support and possible areas where they could support their child at home in order to aid their child's development.</li> <li>• Parents are invited to attend parents' evenings twice a year where their child's progress and any concerns will be discussed, as well as a chance to look through their child's books.</li> <li>• Parents of children with an EHC plan are invited into school annually for a review meeting.</li> </ul> |
| 8  | <b>The arrangements for consulting young people with special educational needs about, and involving them in, their education</b>                                                         | <ul style="list-style-type: none"> <li>• Children's current working targets are shared with them. They have discussions with their class teacher/ SENDCo prior to ISP or GR targets being reviewed and set. They will have the opportunity to comment upon what they think they have achieved within the past term and what they think they still need to develop. 'All about Me' sheets are sent home reviewed targets for the opportunity for the children and parents to comment on their termly learning together.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 9  | <b>Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school</b> | <ul style="list-style-type: none"> <li>• Parents are actively encouraged to come into school as soon as they have any concern. The Straits operates an open door policy for this purpose. If a member of the Senior Leadership Team or the SENDCo are not available at that particular time, a meeting time will be arranged.</li> <li>• Complaints regarding SEND should be discussed firstly with the child's class teacher, then with Mrs Emma Vellender or another member of the Senior Leadership Team - please ring on 01384 818575 to make an appointment.</li> <li>• If parents are still not satisfied, they should write to the SEND Governor, Mrs Claire Jones c/o Straits Primary School and the formal complaints procedure for Dudley will be followed.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 10 | <b>How the governing body involves other bodies, including health and</b>                                                                                                                | <ul style="list-style-type: none"> <li>• School purchases the services of the Learning Support Service, Educational Psychology, Arts of Change and Phase Trust.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|    | <b>social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</b> | <ul style="list-style-type: none"> <li>• School can refer directly to Communication, Interaction, Physical and Sensory Advisory Service (CIPS) and Integrated Early Years Service for support and advice.</li> <li>• School can refer directly to health related agencies including Speech Therapy, Occupational Therapy, Health Visitors and the school Nursing team.</li> <li>• School can also contact sycamore outreach team for social, emotional and behavioural support.</li> <li>• Referrals to Child and Adolescent Mental Health Services (CAMHS) have to be made by the GP. Our Educational Psychologist may have already assessed a pupil being referred to CAMHS and this report can be taken to the GP detailing concerns about a child and what provisions/strategies have already been put in place.</li> </ul>           |
| 11 | <b>The contact details of support services for the parents and pupils with special educational needs, including those for arrangements made in accordance with clause 32</b>                             | <p>The main support services used at Straits Primary School:</p> <ul style="list-style-type: none"> <li>• Learning Support – Louise Shakleton</li> <li>• Educational Psychologist – Snah Islam</li> <li>• Speech and Language therapists</li> <li>• Communication, Interaction, Physical and Sensory Advisory Service (CIPS)</li> <li>• Occupational Therapy</li> <li>• School Nurse- Michelle Homer</li> <li>• Phase Trust</li> <li>• Arts of Change</li> <li>• Dudley Lighthouse</li> </ul> <p>There are a range of agencies able to support parents and/or their children. School will happily discuss agencies available and how referrals are made to their service. They will also give any agency contact numbers so parents can get in touch with the agencies to discuss any concerns about their child if this is required.</p> |
| 12 | <b>The school's arrangements for supporting pupils with special educational needs in transferring between phases of education</b>                                                                        | <p>If a child is joining us from another school:</p> <ul style="list-style-type: none"> <li>• Contact with the previous school will be made as early as possible to ask for all relevant documents and information</li> <li>• Contact will be made with the previous school's SENDCo (if we feel this is necessary) to find out about any special arrangements or support that needs to be in place for the child</li> <li>• If a child would be helped by a photo book of their new school and class to support them moving on, then one can be made for them.</li> </ul>                                                                                                                                                                                                                                                                |



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|  |  | <ul style="list-style-type: none"> <li>• A visit to our school can be organised</li> </ul> <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> <li>• We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.</li> <li>• A planning meeting can be organised with the SENDCo from the new school if they feel this is needed</li> <li>• We will make sure that all records about the child are passed on as soon as possible.</li> </ul> <p>When moving classes in school:</p> <ul style="list-style-type: none"> <li>• Information will be passed on to the new class teacher in advance and a meeting will take place between the child's previous class teacher and their new teacher.</li> <li>• ISPs/ Graduated Responses will be shared with the new teacher.</li> <li>• If a child would be helped by a photo book of their new teacher, classroom, playground etc. to support them moving on, then one can be made for them.</li> </ul> <p>In Year 6:</p> <ul style="list-style-type: none"> <li>• The Year 6 class teachers will discuss the specific needs of a child with the staff/ SENDCo of the child's secondary school.</li> <li>• Meetings are held with the receiving secondary schools, to ensure the key information is available to the new school as they plan for their induction week and plan the groups and support for particular children.</li> <li>• All relevant SEND documentation is passed on to the receiving secondary school, so that they have a detailed understanding of each child's needs and what provisions have been put in place during their time at primary school.</li> <li>• Review meetings are held with the receiving school for children with an EHC plan.</li> <li>• Secondary schools may nominate key workers to a child with an EHC plan and they will complete some transition work with that child during the final summer term.</li> <li>• Transition activities will be put in place to support a child's understanding of the changes ahead.</li> <li>• A child will visit their new school and in some cases staff from the new school will visit your child in this school.</li> </ul> |
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| 13 | <b>Information on where the local authority's local offer is published</b>                                                                                                    | The Dudley local offer pages provide information on a range of support services: Dudley MBC Local Offer information: <a href="https://dudleyci.co.uk/send-local-offer">https://dudleyci.co.uk/send-local-offer</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 14 | <b>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.</b> | <p>Dudley SEND Team, Cable Plaza, Waterfront West, Brierley Hill, DY5 1LW Phone: 01384 814360. Website at: <a href="https://dudleyci.co.uk/services/special-educational-needs-and-disabilities-send-assessment-team">https://dudleyci.co.uk/services/special-educational-needs-and-disabilities-send-assessment-team</a></p> <p>Dudley SENDIASS (formerly Dudley Parent Partnership Service) provides impartial information, advice and support to young people and parents, covering special educational needs (SEN), disability, health and social care. Helpline number: 07929 777744, 07900 161363 or 07824 543233<br/>Address: Saltwells Education Centre, Bowling Green Rd, Dudley DY2 9LY<br/><a href="https://dudleyci.co.uk/services/dudley-sendiaass">https://dudleyci.co.uk/services/dudley-sendiaass</a></p> <p>Connexions is an organisation which is able to offer advice on learning and work opportunities: Call: 01384 811400 Email: <a href="mailto:Connexions@dudley.gov.uk">Connexions@dudley.gov.uk</a><br/><a href="http://www.connexionsdudley.org/">http://www.connexionsdudley.org/</a></p> <p>Child and Adolescent Mental Health Service( CAMHS):<br/><a href="https://www.blackcountryhealthcare.nhs.uk/our-services/child-and-adolescent-mental-health-services-camhs">https://www.blackcountryhealthcare.nhs.uk/our-services/child-and-adolescent-mental-health-services-camhs</a></p> <p>Young Minds <a href="http://www.youngminds.org.uk/">http://www.youngminds.org.uk/</a></p> |