

NEW SEND Information Report 2024-2025

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the [Special Educational Needs and/or Disability Code of Practice and Regulations 2015, Regulation 51, Schedule 1.](#)

General School Details:	
School Name:	
School website address:	
Type of school:	
Description of school:	
Does our school have resource base? Yes or No	
If Yes please provide a brief description.	
Number on roll:	
% of children at the school with SEND:	
Date of last Ofsted:	
Awards that the school holds:	
Accessibility information about the school:	
Please provide a web link to your school's Accessibility Strategy	
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	

School Policies/Procedures: Add website links to <u>each individual policy</u> below or explain where policies can be accessed by parents/carers	
SEND Policy	
Safeguarding Policy	
Behaviour Policy	
Equality and Diversity	
Pupil Premium Information	
School Complaints Policy/Procedure NEW REQUIREMENT <i>Policy must specify 'Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school'.</i>	

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	
What extra support we bring in to help us meet SEND: specialist services, external	

Range of Provision and inclusion information:	
expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.	
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	
What strategies/programmes/resources are available to speech and language difficulties?	
Strategies to support the development of literacy (reading /writing).	
Strategies to support the development of numeracy.	
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	
Strategies/support to develop independent learning.	
Support /supervision at unstructured times of the day including personal care arrangements.	
Extended school provision available; before and after school, holidays etc.	
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	
What strategies can be put in place to support behaviour management?	
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	
Access to strategies, resources, programmes, therapists to support	

Range of Provision and inclusion information:	
occupational therapy/ physiotherapy needs and medical needs.	
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	
How additional funding for SEND is used within the school with individual pupils.	
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	
SENCO name/contact:	
Headteacher name/contact:	
ANNUAL REVIEW 2024-2025	
Completed by: _____ Date: _____ 2024	