

SEND Information Report



Sowe Valley Primary School
2025-2026

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1. What types of SEND does the school provide for?

Our school provides for pupils with the following areas of need:

AREA OF NEED	FOR EXAMPLE:
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties (SLCN)
Cognition and learning	Specific learning difficulties (SpLD), including dyslexia and dyspraxia
	Moderate learning difficulties (MLD)
	Severe learning difficulties (SLD)
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments (HI)
	Visual impairment (VI)
	Multi-sensory impairment (MSI)
	Physical disability (PD)

2. Which staff will support my child, and what training have they had?

Staff across school support our pupils as well as professionals from external services. These include:

Our special educational needs and disabilities co-ordinator, or SENDCo

Our SENDCo is Miss Claire Nicholson (sendco@sowevalley.coventry.sch.uk)

They have over 15 years' experience as a teacher and have been Deputy Head Teacher at Sowe Valley since January 2022, becoming SENDCo in September 2024.

Class teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCo to meet the needs of pupils who have SEND.

This includes strategies to support with adaptations and scaffolding to meet the needs of pupils. Staff also receive external training, for example, Team Teach, which focuses on de-escalation strategies and NASEN training with our network of schools.

Teaching assistants (TAs)

We have a team of TAs who work across the school and deliver SEND provision, both in the classroom and in interventions. As with our class teachers, TAs receive internal and external training. For example, our EYFS team have recently completed ShREC and Square Peg, Round Holes training.

2. Which staff will support my child, and what training have they had?

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- *Speech and language therapists*
- *Complex Communication Team (CCT)*
- *Social, Emotional, Mental Health and Learning Team (SEMHL)*
- *Educational psychologists*
- *Occupational therapists*
- *GPs or paediatricians*
- *School nurses*
- *Child and adolescent mental health services (CAMHS)*
- *Social services and other local authority (LA)-provided support services*

3. What should I do if I think my child has SEND?

Tell us about your concerns

If you think your child might have SEND, the first person you should tell is your child's teacher.

There are Parents' Evenings each term where you have the opportunities to raise concerns with your child's teacher but please do not feel you need to wait until then. Please speak to staff on the door or call the office to arrange a time to meet with your child's teacher.

They will pass the message on to our SENDCo, Miss Claire Nicholson, who will be in touch to discuss your concerns.

You can also contact the SENDCo directly by phoning the school: 02476 456063 or emailing: sendco@sowevalley.coventry.sch.uk

We will invite you to a meeting to discuss them

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps. These might include actions in school (e.g. additional strategies that might support learning in class), actions at home (e.g. having an eye test) or, with your consent, bringing in external support (e.g. CCT, SEMHL).

We will decide whether your child needs SEND support

If we decide that your child needs SEND support, we will notify you and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include their attainment and progress in core curriculum areas, such as reading, writing and maths, social areas, such as friendships, or physical areas, such as gross or fine motor skills.

If the teacher notices that a pupil is not making the expected progress, they try to find out if the pupil has any gaps in their learning and then target support to close this gap. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo, and we will contact you to discuss the possibility that your child has SEND.

4. How will the school know if my child needs SEND support?

We will gather further information at this point. For example, the SENDCo might observe the pupil in the classroom or in the playground, discuss with your child's teacher/s to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician (this will only be with your consent).

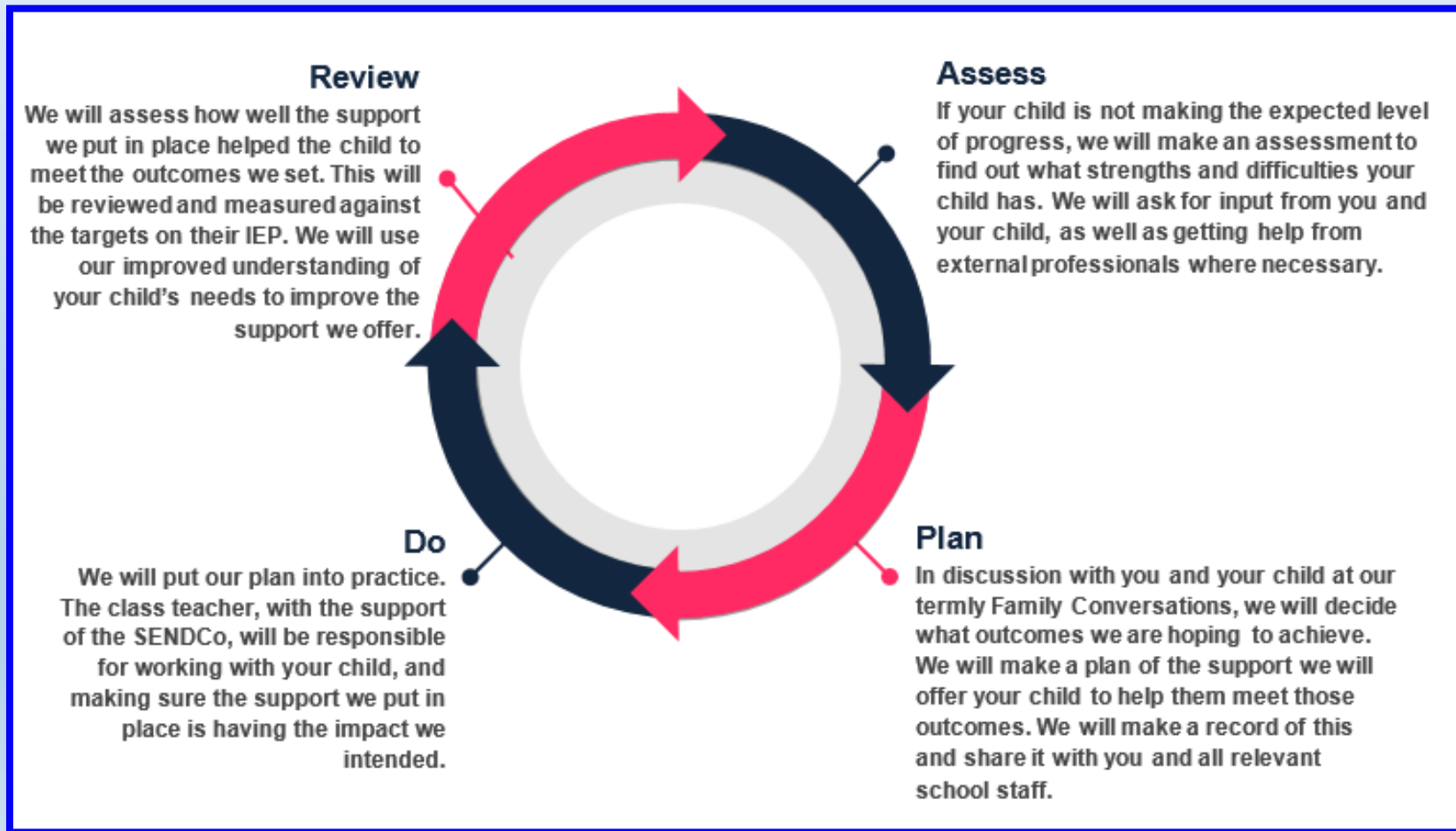
Based on all of this information, the SENDCo will decide whether your child needs SEND support.

If your child does need SEND support, their name will be added to the school's SEND register. A Pupil Passport will be put in place to support them and we will look at the possibility of setting some individual targets for them in an Individual Education Plan (IEP).

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



5. How will the school measure my child's progress?

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. These will be put into an Individual Education Plan (IEP).

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. *How will I be involved in decisions made about my child's education?*

In addition to termly Parents' Evenings, we will meet with you termly in Family Conversation meetings to discuss your child's progress.

Your child's class teacher will meet you termly to:

- Review progress towards previous targets*
- Set clear targets for your child's progress*
- Discuss the support we will put in place to help your child make that progress*
- Identify what we will do, what we will ask you to do, and what we will ask your child to do*

We value the input of yourself and your child in this process to help make it the most effective.

The SENDCo may also attend these meetings to provide extra support.

6. How will I be involved in decisions made about my child's education?

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. It is also invaluable to know of changes you have noticed at home e.g. changes in behaviours, circumstances such as moving house, any medical updates.

We also want to hear from you so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher. Please speak to staff on the door or call the office to arrange a mutually convenient time.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

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

- *Discuss with a member of staff their strengths, things they find difficult and their ambitions*
- *Attend meetings to discuss their progress and outcomes*
- *Discuss their views with a member of staff who can act as a representative during the meeting*
- *Where children are unable to share their views, staff working with them will capture these summarising what they like and dislike.*

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate or adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

8. How will the school adapt its teaching for my child?

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Some pupils will sometimes receive small group support from adults both within the classroom and through interventions.
- Some pupils will sometimes receive 1:1 support from adults, for example when developing a need specific to them e.g. Speech and Language.
- Pupils with an EHCP have additional support which can take many forms e.g. resources, adult support or specific equipment.

8. How will the school adapt its teaching for my child?

We may also provide the following interventions:

- *Pre-teach interventions*
- *Catch up interventions*
- *Keep up interventions*
- *Phonics*
- *Handwriting*
- *Speech and Language*
- *WellComm*
- *Blast*
- *Additional reading support*
- *Learning Mentor support (1:1 and small groups)*

These interventions are part of our contribution to Coventry's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term*
- Regularly reviewing the impact of interventions*
- Termly Pupil Progress Meetings*
- Termly discussions with pupils and parents to review targets and best strategies to support them*
- Monitoring by the SENDCo*
- Measuring progress against targets through Provision Map*
- Holding an annual review (if they have an education, health and care (EHC) plan)*

10. How will the school resources be secured for my child?

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.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Plas Dol-Y-Moch in Year 6.

All pupils are encouraged to take part in all school opportunities and events such as Sports Day, special workshops, performances.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEND?

Our school aims to treat all its pupils fairly and with respect, which includes in our admissions process, which gives opportunities to all pupils without discrimination of any kind. The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010, making reasonable adjustments for any child who has specific needs or a disability.

All families are offered an individual tour of the school if they are interested in their child attending our school. All school admissions are allocated centrally through Coventry City Council and we follow their Admissions Policy.

Further information about school admissions can be found on our school website.

13. How does the school support pupils with disabilities?

At Sowe Valley Primary School, all pupils are treated fairly, with respect and without discrimination. We are committed to listening to the opinion of anyone who has difficulty accessing the facilities on offer at our school.

As a school, we work with families and other external professionals (e.g. previous school (where relevant), Local Authority, specialist services) to ensure that children with disabilities are well supported and their needs are catered for. Provision is adapted accordingly so that children can successfully access the curriculum and the school environment. We will access further training for staff where required.

Further information is available in our Accessibility Plan, which is on our school website.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- *Pupils with SEND are encouraged to be part of the school council*
- *Pupils with SEND are also encouraged to take part in school clubs and extra-curricular opportunities*
- *Pupils have access to Learning Mentor support in the form of 1:1 sessions, small groups and interventions*
- *Our Learning Mentor is on duty at playtimes and lunchtimes to support pupils*
- *We work with parents and external agencies to make referrals to services that may benefit individual pupils e.g. CAMHS and RISE*
- *We have a 'zero tolerance' approach to bullying and provide a safe and secure learning environment. Further details can be found in our Anti Bullying Policy, which is available in the Key Information and Policies tab on our school website.*

15. What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEND be prepared for a new school year we:

- Provide transition booklets to support pupils in familiarising with their new classroom and staff.*
- Hold meetings between the current and next year's teachers to ensure key information is shared.*
- Some pupils have additional transition support e.g. CCT sessions about managing the transition and change or internal support such as visiting the classroom when it's empty or spending additional time with their new teacher.*
- The final Parents' Evening of the year gives children and their families opportunity to talk to both their current and next teachers.*

Between schools

When your child is moving on from our school, we will share all SEND information about them with the new setting.

15. What support will be available for my child as they transition between classes or settings?

Between primary and secondary school

Transition information is shared for all pupils moving from Year 6 to secondary school including information regarding SEND support. In many cases, there will be a discussion between secondary school staff (e.g. their SENDCo or Head of Year 7) and our staff team, usually the Year 6 class teacher or SENDCo.

Pupils will be prepared for the transition by:

- Attending transition day*
- Some schools provide additional transition support e.g. further visits by pupils to their secondary school or teachers visiting our school*
- Learning how to get organised independently*
- Time, opportunity and support from school staff to discuss transition*

16. What support is in place for looked-after and previously looked-after children with SEND?

Miss Emma White (headteacher@sowevalley.coventry.sch.uk) is our designated teacher for looked-after children and previously looked-after children.

Miss Emma White will work with Miss Claire Nicholson, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. We will try to resolve the complaint informally. If this does not resolve your concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENDCo or Headteacher in the first instance. They will be handled in line with the school's complaints policy (this is available on our school website).

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

To find out more information including disagreement resolution and mediation services in our local area, please see: <https://www.coventry.gov.uk/coventry-send-support-service>

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Coventry's local offer. Information is available here:

<https://www.coventryfamilies.co.uk/send-home>

There is a range of information available on this website including links to other services available in Coventry including support around mental health and wellbeing, neurodiversity, autism and Family Hubs:

<https://www.coventryfamilies.co.uk/send-assess3>

Our local special educational needs and disabilities information, advice and support services (SENDIASS) are available here:

<https://www.covsendiass.co.uk/>

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

19. Glossary

- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCo** – the special educational needs and disabilities co-ordinator
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision that meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages