
Great Staughton Primary Academy

SEND Information for Parents and Carers 2026–27

At Great Staughton Primary Academy, we believe every child deserves to feel valued, supported and successful. As part of the Diamond Learning Partnership Trust, we are committed to providing a high-quality, inclusive education for all pupils — including those with Special Educational Needs and Disabilities (SEND).

We aim to identify needs early, remove barriers to learning, and work in close partnership with families so that children and young people can thrive both academically and emotionally.

Who should I speak to if I have a concern?

Your child's **class teacher** should always be your first point of contact. They know your child best in school.

You can also contact:

- The SENDCo (Special Educational Needs and Disabilities Coordinator)
- Deputy SENDCo
- Headteacher or Deputy Headteacher
- Safeguarding Lead

All staff can be contacted via the academy office.

What kinds of SEND do we support?

We support pupils across the four broad areas of need set out in the SEND Code of Practice:

1. Communication and Interaction

For example:

- Speech and language difficulties
- Autism Spectrum Condition (ASC)
- Difficulties understanding or processing language

2. Cognition and Learning

For example:

- Dyslexia or dyspraxia
- Difficulties with reading, writing or maths

- Working memory difficulties

3. Social, Emotional and Mental Health (SEMH)

For example:

- ADHD
- Anxiety or low self-esteem
- Emotional regulation difficulties

4. Sensory and/or Physical Needs

For example:

- Hearing or visual impairment
- Physical disabilities
- Medical needs such as epilepsy

How do we identify and assess SEND?

We carefully monitor all pupils' progress. Teachers carry out regular assessments and meet to review how children are progressing.

We may look more closely if a pupil:

- Is making slower progress than expected
- Is not closing the gap with peers
- Is finding social or emotional aspects of school difficult

Slower progress does not automatically mean a child has SEND. We always start by talking with you and your child. Together, we look at strengths, areas of difficulty and the outcomes we want to achieve.

Children may be identified through:

- Conversations with parents/carers
- Information from previous schools
- Screening tools (e.g. reading, phonics, dyslexia screening)
- Observations and teacher assessments
- Advice from outside professionals

If your child needs SEND support, we will formally let you know.

How will I be involved?

Families are central to everything we do. We value you as partners in your child's learning.

You will be involved through:

- Regular conversations at drop-off/pick-up (primary)
- Emails and phone calls
- Parents' evenings and school reports
- SEND review meetings (Assess–Plan–Do–Review cycle)
- Daily journals (where appropriate)

If we feel advice from an outside professional would help (for example Speech and Language Therapy or Educational Psychology), we will always discuss this with you first and ask for your consent.

If provision is significantly adapted — for example reduced time in the mainstream classroom — we will explain what is being offered, why, and for how long.

How do we support pupils with SEND?

At Great Staughton Primary Academy, we believe that **all teachers are teachers of pupils with SEND**.

High-quality classroom teaching is our first priority. Lessons are carefully planned so that work is accessible and ambitious for all learners.

Teachers may adapt learning by:

- Breaking tasks into smaller steps
- Pre-teaching key vocabulary
- Giving extra processing time
- Using visuals and structured resources
- Providing different levels of support

Teaching Assistants may provide:

- In-class support
- Small group interventions (e.g. phonics, speech sounds)
- Emotional regulation support
- Wellbeing interventions

Where pupils have an Education, Health and Care Plan (EHCP), we ensure the specified provision is delivered.

We also host a Local Authority Hub / Enhanced Resource Base for pupils with more complex needs (details available on request).

How do we support emotional wellbeing?

Strong relationships are at the heart of our approach. We create calm, predictable environments where pupils feel safe.

Support may include:

- Social stories
- Lego Therapy
- Drawing and Talking
- Peer buddies and mediators
- PSHE lessons and assemblies
- Pastoral support and wellbeing check-ins

We monitor attendance, behaviour and wellbeing carefully to ensure every child feels supported.

How do we measure progress?

We review progress at least three times a year and regularly evaluate the impact of support. This may include:

- Progress tracking
- Provision mapping
- Review meetings
- Pupil and parent feedback
- Internal and external reviews

Support is adjusted as needed to ensure the best outcomes.

How do we support transitions?

Transitions are carefully planned, whether your child is:

- Starting in Early Years
- Moving between year groups
- Joining from another school
- Moving to secondary school or college

Support may include:

- Transition visits
- Social stories and booklets
- Buddy systems
- Enhanced transition programmes where needed
- Close liaison with the next setting

What outside agencies do we work with?

Where appropriate, we may work with:

- Educational Psychologists
- Autism Outreach
- Speech and Language Therapy
- Occupational Therapy or Physiotherapy
- Early Help services
- Community Paediatricians
- Specialist teachers (e.g. Teacher of the Deaf)

If you are pursuing assessment through the Right to Choose pathway, we will complete school reports within a reasonable timeframe.

What if I have a complaint?

We hope concerns can be resolved quickly through discussion.

1. Speak to your child's class teacher or form tutor.
 2. Contact the SENDCo or Headteacher if needed.
 3. If concerns remain, please refer to the Trust Complaints Policy (available on the website).
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Our Commitment

We are committed to:

- Listening to pupils and families
- Keeping communication open and honest
- Maintaining high expectations for all learners
- Creating an inclusive environment where every child belongs

If you ever have questions or concerns, please get in touch — we are here to work with you.
