



St. John's Stonefold C.E. Primary School,
Rising Bridge

SEND INFORMATION REPORT	
Written By	D. Martin
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Date of Review	September 2027

Values:

Empathy Aspiration Generosity Love Endurance

Mission:

Rooted and Established in God's Love: Nurture, Grow, Fly (Ephesians 3:17)

Vision:

At St John's Stonefold, we are a close-knit church family rooted in God's love, nurturing every child to grow confidently and soar with ambition. Guided by our Christian values and a bespoke, innovative curriculum, we empower our children to embrace their individuality, develop life skills, and thrive as kind, confident, and driven members of our vibrant rural community. Together, we inspire limitless aspirations, preparing each child to flourish and follow their dreams with faith and purpose.

Our five Christian values spell out the word: EAGLE which is part of our school badge and the emblem of St. John. These values are woven into everyday school life and help our children to 'soar' here at St John's Stonefold and in their lives beyond.

"Rooted and Established in God's love: nurture, grow, fly" Ephesians 3:17

SEND Information Report

Our Vision

At St John's Stonefold, we are a close-knit church family rooted in God's love, nurturing every child to grow confidently and soar with ambition. Guided by our Christian values of Empathy, Aspiration, Generosity, Love and Endurance (EAGLE), we are committed to creating an inclusive school where every child is known, valued and supported to flourish.

We believe that every pupil deserves access to a broad, balanced and ambitious curriculum. Through high expectations, adaptive teaching and strong partnerships with families, we strive to remove barriers to learning and ensure that all pupils can nurture, grow and fly.

SEND Information Report

At St John's Stonefold CE Primary School, we are committed to providing an inclusive, nurturing and ambitious learning environment where every child is valued, respected and enabled to flourish. We recognise that every child is unique and that barriers to learning can arise for many different reasons.

We follow:

- The Children and Families Act 2014
- The SEND Code of Practice: 0-25 Years (2015)
- The Equality Act 2010
- Lancashire County Council's Ordinarily Available Provision Guidance

to ensure pupils with SEND receive the support they need to access learning, make progress and participate fully in school life.

How does the school know if children need extra help?

At St John's Stonefold we aim to identify pupils' needs as early as possible.

Concerns may be identified through:

- Teacher assessment and ongoing monitoring.
- Progress and attainment data.
- Parent or carer concerns.
- Pupil voice.
- Information from previous schools or settings.
- Reports from outside agencies and professionals.
- Baseline assessments and observations.

We consider the needs of the whole child rather than seeking to apply labels.

The four broad areas of SEND are:

- Communication and Interaction

- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

How will the curriculum be matched to my child's needs?

High-quality adaptive teaching is the first step in supporting all learners.

Teachers adapt learning through:

- Scaffolding and modelling.
- Visual supports.
- Flexible grouping.
- Adapted resources.
- Personalised outcomes where appropriate.
- Assistive technology.
- Additional adult support where required.

Provision is tailored to individual strengths and needs whilst maintaining high expectations and access to a broad and balanced curriculum.

How do children with SEND contribute to planning and reviewing their support?

Children are encouraged to contribute to decisions about their learning and support. We believe that pupils should have a meaningful voice in the planning and review of provision.

Depending upon age and need, pupils may:

- Contribute to SEND review meetings.
- Share their views about what helps them learn.
- Help set personal targets.
- Contribute to support plans and annual reviews.
- Complete pupil voice questionnaires.
- Discuss aspirations, interests and future goals with trusted adults.

We seek children's views regularly and use these to inform decisions about provision, support and wider school improvement.

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

If you have concerns about your child's learning, development or wellbeing, please discuss these with your child's class teacher.

You may also contact our SENDCo:

Dean Martin

Email: d.martin@sjstonefold.com

Telephone: 01706 216706

The SENDCo is working towards, the National Professional Qualification for SENCOs (NPQ for SENCOs) in line with current statutory requirements.

We operate an open-door policy and are committed to working closely with families.

How will school support my child?

Support begins with high-quality adaptive teaching within the classroom.

Where additional support is required, provision may include:

- Classroom adaptations and personalised strategies.
- Small group interventions.
- Individual support programmes.
- SEND Support Plans.
- Specialist resources and equipment.
- Assistive technology.
- Advice from external professionals.
- Education, Health and Care Plan (EHCP) provision where applicable.

Provision is monitored regularly to ensure it is having a positive impact on outcomes and progress.

How are resources allocated and matched to need?

Resources are allocated according to pupils' identified needs through the graduated approach.

Decisions are made collaboratively by:

- Class teachers.
- SENDCo.
- Senior Leaders.
- Parents and carers.
- External professionals where appropriate.

Funding may be used for:

- Additional staffing.
- Specialist interventions.
- Training.
- Specialist equipment.
- Assistive technology.
- Provision outlined within EHCPs.

Resources are reviewed regularly to ensure they are having a positive impact on outcomes for pupils.

How do staff support children with SEND?

Teachers are responsible for the progress and development of all pupils in their class.

Staff use:

- High-quality adaptive teaching.
- Flexible grouping.
- Scaffolding and modelling.
- Targeted interventions.
- Appropriate resources and support.

- Recommendations from specialist professionals.

Teaching assistants support learning, independence, wellbeing and inclusion through classroom support and focused interventions.

How will I know how my child is doing?

Parents and carers are central to decision-making and review processes.

Families receive:

- Regular updates from class teachers.
- SEND review meetings at least termly where appropriate.
- Parents' evenings.
- End-of-year reports.
- Opportunities to discuss progress throughout the year.

We work in partnership with families to agree targets, review progress and plan next steps.

How is the decision made about the support my child receives?

Support is determined through a graduated approach.

Assess

We identify strengths, needs and barriers to learning.

Plan

Appropriate outcomes, adjustments and interventions are agreed.

Do

Support is delivered through classroom provision, interventions or specialist support.

Review

Progress and effectiveness are evaluated regularly.

Support may be provided through:

Universal Provision

High-quality teaching and adaptive practice available to all pupils.

Targeted Provision

Additional intervention delivered individually or in groups.

Specialist Provision

Highly personalised support involving specialist advice or EHCP provision.

How will my child be included in activities outside the classroom?

We believe every child should be able to participate fully in school life.

All pupils are encouraged to access:

- Educational visits.
- Residential experiences.
- Clubs and enrichment opportunities.
- Sporting activities.
- School performances and events

Reasonable adjustments and risk assessments are completed where necessary to support participation.

What support is available for my child's wellbeing?

Supporting emotional wellbeing is a key priority.

We provide:

- Pastoral support from trusted adults.
- Emotional wellbeing interventions.
- Social skills support.
- Early Help support.
- Referrals to specialist services where appropriate.
- Nurturing classroom environments.

What specialist services work with the school?

Depending on need, school works with a range of professionals including:

- Educational Psychologists.
- Speech and Language Therapists.
- Occupational Therapists.
- Physiotherapists.
- Community Paediatricians.
- CAMHS.
- Specialist Teachers.
- Inclusion Hub Services.
- Early Help Teams.
- Health and Social Care professionals.

We work closely with families and external agencies to secure the best possible outcomes for children.

What training do staff receive?

Staff receive ongoing SEND training that reflects the needs of pupils in school.

This may include:

- Safeguarding training.
- Speech, language and communication support.
- Autism awareness.
- Attachment and trauma-informed practice.
- Neurodiversity training.
- Demand avoidance training.
- Medical needs training.
- Specialist training delivered by external professionals.

How accessible is the school?

Our school is accessible for pupils, parents and visitors.

Facilities include:

- Level access throughout school.
- Accessible entrances.
- Accessible toilet facilities.
- Wheelchair access.
- Suitable classroom layouts and learning environments.

Further information is available within our Accessibility Plan.

How does the school use assistive technology?

We recognise the important role technology can play in removing barriers to learning.

Where appropriate, pupils may access:

- Speech-to-text tools.
- Text-to-speech software.
- Visual support technology.
- Communication aids.
- Adapted devices and accessibility tools.

Assistive technology is considered as part of our Assess, Plan, Do, Review process.

How are parents involved?

We value parents and carers as equal partners in supporting their child's education.

We promote parental involvement through:

- Review meetings.
- Parents' evenings.
- Open communication.
- Class Dojo.
- Curriculum events.
- Workshops and information sessions.
- Celebration events.

How do we support transition?

We work closely with children and families at all transition points.

Support may include:

- Enhanced transition visits.
- Transition meetings.
- Information sharing between staff.
- Additional visits to new classes or schools.
- Personalised transition plans where required.

Children with SEND are carefully supported when moving between classes, phases and schools.

How do we evaluate the effectiveness of SEND provision?

The effectiveness of SEND provision is monitored through:

- Pupil progress data.
- SEND Support Plan reviews.
- Annual EHCP reviews.
- Intervention evaluations.
- Lesson visits and learning walks.
- Pupil voice.
- Parent feedback.
- Governor monitoring.
- External professional reports.

The SENDCo, Headteacher and Governors regularly review SEND provision to ensure support remains effective and responsive to pupils' needs.

What should I do if I have a concern or complaint?

We encourage families to discuss concerns as soon as possible.

In the first instance, please contact:

- Your child's class teacher.
- The SENDCo.
- The Headteacher.

Most concerns can be resolved informally through discussion and partnership working. If concerns remain unresolved, parents may follow the school's Complaints Policy, which is available on the school website.

Parents can also seek independent advice from Lancashire SENDIAS.

Further Information and Support

SENDCo
Dean Martin
Email: d.martin@sjstonefold.com
Telephone: 01706 216706

[Lancashire SENDIAS](#)

Telephone: 0300 123 6706

Lancashire SEND Local Offer

The Lancashire SEND Local Offer provides information about education, health, social care and support services available to children and young people with SEND and their families.

Parents can access the Lancashire SEND Local Offer through the Lancashire County Council website.

The Local Offer includes information about:

- Education provision
- Health services
- Social care services

- Support groups
- SEND advice services
- Preparing for adulthood

St John's Stonefold contributes to Lancashire's Local Offer through the publication of this SEND Information Report and our SEND documentation.

Related Documents

- SEND Policy
- SEND Information Report
- Accessibility Plan
- Accessibility Statement
- Medical Needs Policy
- Lancashire SEND Local Offer Information