

Stour Valley Community School SEND report

Date of publication: October 2025

This is the SEND Information Report which is part of the Local Offer for learners with Special Educational Needs and Disabilities (SEND). All Governing Bodies have a legal responsibility to publish the SEND report on their website and update it when required, at least annually.

Introduction:

Central to our vision at Stour Valley Community School is the belief in the uniqueness of every student, and that every young person has gifts to discover and share with others. Our vision is rooted in inclusion – the conviction that every student, regardless of need or background, deserves the opportunity to thrive, achieve, and build a bright future.

Our values: Be kind, Be Brave, Be Ambitious, Collaborate are at the heart of everything we do. They guide our inclusive ethos and shape our daily practice. Together, these values ensure that every student feels valued, supported, and empowered to reach their full potential.

We pride ourselves on knowing all our students as individuals. Through strong relationships and high expectations, we provide a broad and balanced curriculum that inspires curiosity, encourages independence, and challenges all learners to achieve their best.

We are firmly committed to supporting students with Special Educational Needs and Disabilities (SEND). Our aim is to ensure success for every learner, through early identification, personalised support, and high-quality teaching. Every child's progress is carefully monitored, enabling us to provide the right support at the right time so that all learners can flourish academically, socially, and emotionally.

At Stour Valley Community School, inclusion is not a separate provision; it is the foundation of who we are and part of our commitment to building brighter futures for all.

Our SENCO (Special Educational Needs Coordinator):

Mrs Rachael Chester, Assistant Headteacher, SENCo and Inclusion) is responsible for coordinating

SEND provision at Stour Valley Community School. She can be contacted via email at rchester@stourvalley.org.

Admission:

There is no difference in the admission arrangements for pupils with Special Educational Needs who do not have an EHCP to the arrangements from other pupils. All students on admission are assessed individually to identify specific needs, talents, abilities, and challenges.

Our Approach to Identifying SEN:

At Stour Valley Community School, we are committed to identifying and supporting students with Special Educational Needs as early as possible to ensure that every learner can succeed.

Transition and Early identification:

We work closely with our feeder primary schools and Year 6 parents and carers to ensure a smooth and well-informed transition into Year 7. Information from primary colleagues, external professionals, and families helps us to build a detailed picture of each student's needs before they join us, allowing support to be in place from the very start of secondary school.

On entry, all students complete Cognitive Abilities Tests (CAT4), followed by reading assessments during the Autumn Term of Year 7. The outcomes of these assessments help us to identify any potential barriers to learning and to plan appropriate support.

Ongoing identification and Monitoring:

Identification of SEN is not limited to transition; it is an ongoing process throughout a student's time at Stour Valley Community School. We use a range of information, including:

- Teacher observations and feedback on classroom performance and progress.
- Parent and carer insights, which are invaluable in understanding how students learn and behave both in and out of school.
- In-class monitoring and regular data reviews to track academic and pastoral progress.
- Information from external professionals such as educational psychologists, speech and language therapists or medical specialists.

- When appropriate, we also use psychometric assessments during Key Stage 3 to explore specific areas of need in greater detail. In addition, students may be assessed for exam access arrangements to ensure fair and appropriate access to examinations.

Collaborative Approach:

Our pastoral team and Learning Support team work closely together to identify and support emerging needs, ensuring a joined-up approach to every student's development and wellbeing. Parents can raise concerns about a student's progress or learning at any time by contacting the SENCo directly.

We actively encourage parents and carers to share any concerns they may have about their child's learning or progress. These can be raised with the pastoral team, class teachers, or directly with the SENCo.

Where further investigation is needed, we may seek support from external agencies to carry out additional assessments, always in partnership with families and with their consent.

Through this collaborative and proactive approach, we aim to ensure that every student's needs are understood, supported, and met effectively so that all learners can thrive.

Areas of Need We Support:

At Stour Valley Community School, we recognise that students may experience a wide range of needs which can affect their learning and development. We follow the guidance set out in the SEND Code of Practice (2015), which identifies four broad areas of need; Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health (SEMH) and Sensory and/or Physical Needs. Understanding these areas helps us to plan appropriate support so that every student can thrive academically, socially and emotionally.

The numbers of students we support (valid as of October 2025):

	Total Pan for each Year group	Total in each year group at 5/10/2025	EHCP	SEN support	Total EHCP and SEN support	%
Year 7	120	120	11	16	27	23

Year 8	120	108	5	13	18	17
Year 9	120	116	7	19	26	22
Year 10	120	116	4	12	16	14
Year 11	120	113	4	16	20	18
Overall Total:	600	573	31	76	107	19

How We Support Pupils with SEN:

At Stour Valley Community School, inclusion is at the heart of everything we do. We are committed to ensuring that every student can access high – quality teaching and the full breadth of our curriculum, regardless of their needs or starting point. Our approach combines staff training and strong communication with strong inclusive classroom practice, targeted interventions, and personalised support so that every learner can thrive.

Inclusive Classroom Principles:

We believe that effective teaching for all students begins with high-quality, inclusive classroom practice. Our teachers follow a shared set of Inclusive Classroom Principles, which include:

- Modelling and scaffolding to guide students through new learning and build confidence and independence.
- Retrieval practice to strengthen long-term understanding and recall of key knowledge.
- Chunking and linking learning into manageable steps, helping students make clear connections across topics.
- Questioning and vocabulary development to deepen understanding and promote rich communication for all learners.
- Classroom Essentials ensure a consistent and supportive learning environment across all subjects by following five regular routines at the start of each lesson, providing explicit instruction, structured reading routines, seating plans, knowing students well, making effective use of Learning Support Assistants (LSAs) and ensuring all resources are accessible using clear fonts and blue or cream power point backgrounds.

Targeted interventions and Additional Support:

In addition to quality first teaching, we provide a range of targeted interventions to support specific learning and developmental needs. These include:

- Lexia reading and rapid reader programmes to boost reading fluency and comprehension.
- Regulation and social skills groups to support emotional wellbeing and interaction.
- Spelling and touch–typing interventions to develop literacy and confidence.
- Additional numeracy and literacy support for identified students.
- Sensory Circuits to support focus, coordination, and readiness to learn
- ADHD and Autism Awareness groups to develop self – understanding and strategies for success.
- ELSA (Emotional Literacy Support Assistant) sessions to promote regulation and resilience.
- Forest school sessions offering practical, outdoor learning experiences that build confidence and teamwork.
- Bespoke support for individual students as required

Individualised Student Learning Plans and Keyworkers:

Students on the SEN register have an individualised Student Learning Plan (SLP) that outlines their needs, strengths, strategies for support and key targets. These plans are shared with all relevant staff and reviewed regularly to ensure progress.

Each student on the SEN register is also allocated a Keyworker, who meets with them fortnightly to monitor wellbeing, celebrate successes and provide guidance. This relationship ensures students have a consistent adult who knows them well and advocates for their needs.

Learning Support Assistants and Bespoke Provision:

Our Learning Support Assistants (LSAs) play a vital role in supporting students within the classroom. LSAs are mainly attached to specific year groups, allowing them to build strong relationships with students and staff.

Some students benefit from bespoke curriculum pathways, which may include additional sessions in our Learning Support Area to work on specific skills, interventions, or wellbeing. This flexibility ensures that support is personalised and meaningful.

Working with External Agencies:

We recognise that some students require additional expertise and assessment. We work closely with the Specialist Education Service, our Primary Mental Health Worker and other professionals such as educational psychologists, speech and language therapists and occupational therapists to ensure that students receive the best possible support.

We also engage with our Local Authority's Local offer, which provides a range of services, advice and support for children and young people with SEND and their families.

The Graduated Approach:

At Stour Valley Community School, we use the Graduated Approach to ensure that every student receives the right support, at the right time, in the way that works best for them. This four-part cycle – Assess, Plan, Do, Review (APDR) is central to how we identify needs, plan effective provision, and evaluate progress for students with Special Educational Needs and Disabilities (SEND).

Incorporating APDR into Classroom Practice

The Graduated Approach is embedded within the everyday practice of all our teachers. Every teacher at Stour Valley Community School is a teacher of SEND and inclusive teaching strategies are a key part of classroom planning and delivery. Teachers:

- Monitor student data and progress closely, using assessment information and classroom observations to identify where additional support or adjustment may be needed.
- Adapt learning and teaching based on these observations to ensure all students can access and succeed within the classroom.
- Work collaboratively with LSAs, the SENCo and pastoral team to implement and review strategies that best support individual learners.

The cycle of reflection and adaption ensures that support is responsive, flexible and continuously improving.

Reviewing interventions and support:

Monitoring and reviewing progress is a vital part of our approach. Pastoral interventions are reviewed regularly to evaluate impact and next steps. Learning Support interventions (for example, literacy, numeracy or social skills sessions) are reviewed after every 12 sessions, ensuring progress is measured and programmes remain targeted and effective. Students on bespoke learning plans receive a formal review every six weeks with parents as well as informal reviews every two weeks with their keyworker to check progress, wellbeing and engagement.

Student Learning Plans and Reviews:

All students on the SEN register have an individual Student Learning Plan (SLP) which outlines their strengths, needs, strategies, and key targets. These plans are working documents used by teachers and support staff to inform daily classroom practice.

SLPs undergo two formal review meetings per year with parents and carers, which take place during our “Meet the SENCo” and “Meet the Keyworker” events. These reviews allow us to celebrate progress, identify next steps, and ensure that families are fully involved in the ongoing support of their child.

Education, Health and Care Plans (EHCPs):

Students with an Education, Health and Care Plan (EHCP) also take part in the Graduated Approach. In addition to ongoing reviews throughout the year, each EHCP has a formal Annual Review, which is monitored and overseen by the Local Authority. This ensures that outcomes remain relevant, ambitious, and in the best interests of the student.

Student Voice and Person – Centered Support:

The views, wishes, and feelings of each young person are at the centre of everything we do. We believe that students should play an active role in shaping the support they receive.

Students are involved at every stage of the APDR cycle – from identifying what helps them learn best, to reviewing their progress and setting new goals.

Their voices are recorded as part of review meetings and Learning Plans, ensuring that the support offered is truly in their best interests.

Keyworkers provide regular opportunities for students to reflect, give feedback and take ownership of their learning journey.

Parent Voice in Reviews:

We know that parents and carers play a crucial role in understanding and supporting their child's learning journey. We are committed to keeping families fully informed and involved in all aspects of their child's SEN support.

Keyworkers maintain regular contact with parents and carers to share updates from reviews and discuss any emerging concerns. Meetings may take place in person, online or by phone depending on what works best for each family.

At Stour Valley Community School, the Graduated Approach is not a process done to students, but one carried out with them. By working in partnership with young people, parents, teachers and external professionals, we create a collaborative, reflective, and supportive environment where every student can grow, achieve and feel valued.

Supporting Transitions:

At Stour Valley, we recognise that times of transition can be particularly challenging for students with SEND, and therefore ensure that all transitions are carefully planned and supported.

Transition from Primary to Secondary school:

We work closely with our feeder primary schools to ensure a thorough and well managed transition process. This includes an additional transition morning for identified students who require extra time to familiarise themselves with the new environment, routines and staff. Parents and carers are invited to attend a SEND coffee afternoon with key members of our SEND and pastoral teams, providing an opportunity to discuss their child's learning plans, ask questions and begin building positive relationships before the start of Year 7.

Our SEND team then liaises directly with the primary school SENCOs and teachers to gather detailed information about each student's strengths, needs and the support strategies that have been effective in their previous setting. This ensures continuity of support and helps us to plan appropriate provision from the very start.

Support for Transitions within School:

We understand that moving between classes or year groups can also be a source of anxiety. To support students during these internal transitions, we provide early transition passes, allowing them to move between lessons ahead of the main crowds. This helps to reduce stress and supports a calm, positive start to each lesson. The SEND team also provide support to students at break and lunchtime in their learning support rooms.

Mid- Year Admissions:

For students joining us mid-year, we liaise with their previous schools to ensure we receive a clear understanding of their learning profile and support needs. On arrival, all new students, including Year 6 transition students and mid – year admissions, complete a series of screening tests to help us identify any additional learning or pastoral needs promptly. This enables us to plan suitable support from the outset.

Transition to Post-16 Education:

As students prepare to move on from our school we work closely with local colleges and training providers to support smooth post-16 transitions. Our dedicated Careers Team provides ongoing guidance and advice to students in Years 10 and 11, helping them to explore suitable next steps based on their interests, abilities and aspirations. This process is further supported through our PSHE programme and tutor team, who work with students to develop independence and readiness for adulthood.

Through careful planning, collaboration, and individualised support, we aim to ensure that every student with SEND experiences positive and successful transitions at each stage of their school journey.

Accessibility and Inclusion:

Our school is committed to ensuring that all students, including those with Special Educational Needs and Disabilities (SEND), have full access to every aspect of school life. We promote an inclusive ethos where every child is valued, supported, and encouraged to participate fully in the academic and wider curriculum.

We offer a range of lunchtime and after school clubs designed to appeal to a variety of interests and abilities, including sports, creative arts, music, technology, and academic support sessions. Reasonable adjustments are made where needed to ensure that clubs are accessible to everyone.

Residential and educational trips are planned with inclusivity in mind. Risk assessments and individual needs assessments are undertaken in advance to ensure all students can take part safely and meaningfully. Support staff are deployed as necessary to enable equal access to these valuable experiences, which promote independence, teamwork and personal growth.

Within the classroom, inclusive teaching practices are embedded across all subject areas. Teachers use adaptive strategies and our inclusive classroom practice to meet diverse learning needs. Student Learning Plans outline individual goals and strategies to support access and engagement in lessons. These plans are regularly reviewed in collaboration with students, parents, and staff to ensure continued progress and effective inclusion.

Further details on how we promote accessibility across the school environment, curriculum and wider activities can be found in our accessibility policy here [Accessibility Policy SVCS 2024-25.pdf](#)

Complaints Procedure:

At Stour Valley Community School we encourage open communication at all times. Where an issue arises we encourage parents to contact relevant staff members. If you are not satisfied with any aspect of the SEND provision provided at SVCS, please follow the complaints procedure.

[Complaints Policy SVCS 2024-25.pdf](#)

Local Offer:

Additional information regarding the SEND Code of Practice 2014/15: 0-25 can be found at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> Additional information about Suffolk's Local Offer and SEND procedures can be found at [Home - Suffolk SEND Local Offer](#)

Review and Update:

This SEND report was reviewed in October 2025 and will be updated in October 2026