



Etruscan Primary School

OUR SEN REPORT

To find details of the City of Stoke-on-Trent Local Offer click link below:

<https://localoffer.stoke.gov.uk/>

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last updated November 2025

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Meet the Inclusion Team

Mrs Holmes

Inclusion Lead (SENCo)
Deputy Safeguarding Lead

Contact:

01782 235711

Mrs Y Ahmad
SEN Welfare Practitioner

Mrs M Kauser
SEN Welfare Practitioner

Miss Savage
SEN Welfare Practitioner

Mrs J Lyttleton
SEN Welfare Practitioner

Mrs L Birks
SEN Welfare Practitioner

Ms Hoque
SEN Welfare Practitioner

Mrs M Cox
Home School Link Worker /
Deputy Safeguarding Lead

Miss Sajid
SEN Welfare Practitioner

Mrs C Hills
SEN Welfare Practitioner

Mrs Latif/ Mrs Akhtar
Bilingual Teaching assistants

Mrs Jarnuszkiewicz
Bilingual Teaching assistant

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1. Identification

How does Etruscan Primary School know if children need extra help and what should I do if I think my child may have special educational needs?

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- How do we identify children or young people with SEND?
- Before a child enters our nursery setting, our staff carry out home visits to find out about the children who are due to start with us. This includes discussing whether the child has already received any support for their needs. We also have discussions with any day nurseries if your child has attended a previous setting and this provides details of any outside agency input. If a child joins the school during the academic year and additional needs are identified during the admissions meeting, a home school link visit will be carried out.

If your child has a Special Educational Need or Disability we will use the Assess, Plan, Do, Review graduated approach to supporting their needs – this will involve:

- Talking to you about your child's difficulties in learning or disability so we can understand their needs.
- Making an assessment of your child's learning so we know which skill they need to learn next.
- Asking the Special Educational Needs Coordinator to support and advise teachers to that your child can learn in the best way for him/her.
- Having a range of programmes to help children who need extra support in an area of their learning and/or development.
- Checking on progress frequently and inviting you to a meeting to discuss that progress at least once a term
- Asking for advice from an educational psychologist, advisory teacher, speech and language therapist, other schools in the MAT or health colleague if we are unsure how to help your child make progress.
- Telling you how to get in touch with 0 -19 Hub who can offer advice and support.
- Informing you about how to make a complaint if you are not happy with what we are doing to support your child.
- Talking to you if we think we need to consider asking the local authority to carry out a coordinated assessment of your child's needs because more advice/resources are needed to help your child to make progress.



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- What should I do if I think my child or young person needs extra help?

If you are worried about your child and think they may need extra help for any reason, please talk to your child's class teacher.

The school Special Educational Needs Coordinator Mrs Holmes is contactable via the office email address.
office@etruscan.orchardct.org.uk

- Where can I find the setting/school's SEND policy and other related documents?

The school SEND policy and other relevant documents are on the school website.
www.etruscan.stoke.sch.uk

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2. Teaching, Learning and Support

How will you teach and support my child with special educational needs?



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- **How will you support children and young people with SEND with or without an Education Health Care Plan (EHCP)?**

We provide support for all children through quality first teaching within an inclusive environment. Where needed, additional quality, bespoke interventions are needed to promote progression and closing any gaps. This is agreed through consultation with the SENCo.

Some children may access our 'snug' provision either full time or part time. This is a bespoke provision focussing on Speech Language and Communication Needs and is accessed by children who struggle to access learning in the main classroom. The aim of the snug is that children will learn skills in an environment that is smaller than the main classroom and they will gradually transition to the main school as appropriate and in relation to their needs and progress made. They will continue to follow the appropriate curriculum whilst in the provision, adapted to their needs.

- **How does Etruscan Primary School plan the support?**

Support, wherever possible, is delivered within the lesson alongside all other children. If further support is required through specific intervention, this is carefully timetabled to ensure the full breadth and balanced curriculum is offered.

- **How and when will I be involved in planning my child or young person's education?**

Grownups are invited to parents/carers evenings twice a year where you can discuss your child's progress and attainment. Additional meetings will be arranged three times a year to discuss your child's passport, to review their current targets and to set new targets. Children with an EHCP will have an Annual Review.

- **What additional learning support is available?**

All support staff are effectively deployed across the school to support teaching and learning. Identified children will access carefully planned interventions, overseen by the SENCo.

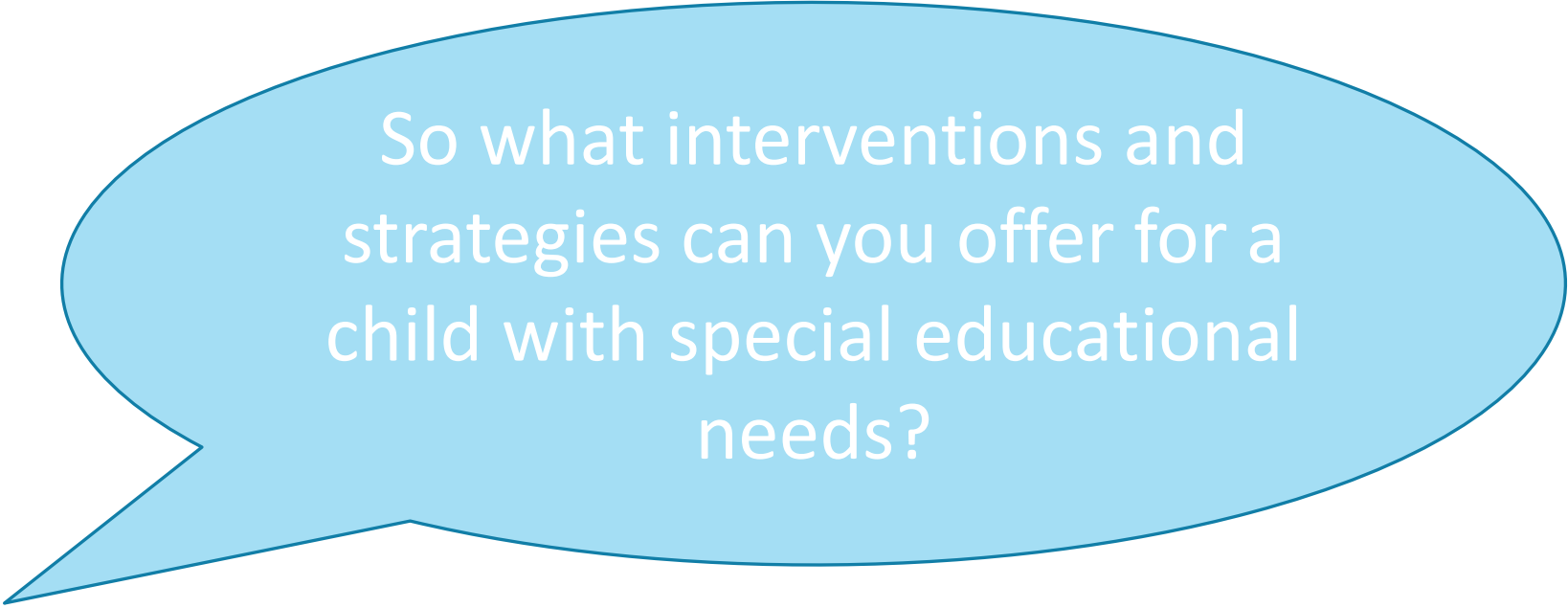
In addition to this the Inclusion team are deployed to provide quality support through evidence-based programmes to children with significant additional needs as directed by external agencies.

- **How will the school modify teaching approaches to meet my child or young person's needs?**

We modify our teaching approaches according to the needs of the individual child. We scaffold the learning to suit the child's ability. Where any outside agency has been involved and any specific requirements have been advised these are shared with all staff working with the child so that they can be incorporated into the teaching.

- **How do you know how effective the school's provision is for children with special educational needs?**

Quality First Teaching takes place in all classrooms. In addition, any intervention that is used to support a child's needs will have pre and post assessment. This may be in the form of a standardised assessment, a questionnaire, samples of work etc. The pre and post assessment will be analysed to see where improvements have been made or where quality first teaching or an intervention may need adapting. These assessments will be discussed with you at your child's passport review or parent/carers consultation.



So what interventions and strategies can you offer for a child with special educational needs?

Speech, Language and Communication Needs

Expressive language difficulties interventions

Time to Talk
Talk Boost
Chatty Learners
Mr Tongue

Expressive language difficulties resources

Communication books
Talking tins
Aided language displays
Symbols
Makaton

General SLCN strategies
Effective modelling of language including AAC
Communication friendly environments
Task breakdown
Symbol supported learning
Instructions delivered using total communication approach

Individualised Speech therapy program set by SALT

Receptive language difficulties interventions

Time to listen
Chatty learners
Attention Autism

Receptive language difficulties resources

Visual aids
Vocabulary mats
Multistep communication mats
Talking tins

Advice from outside professionals

Literacy

Vocabulary

Vocabulary mats (including symbols where needed)
Word banks
Aided language displays

Written work

Colourful semantics
Appropriate sized lines in books
Planning and writing frameworks

Handwriting

Speed up
Write from the start
Penpals
Pencil grips
Specialist pencils
Fine and gross motor activities
Touch typing

Texts

Adapted Texts
Chunking of text
Sensory stories
Reading sentence guides
Texts matched to phonics level

Spellings

SOS spellings
Multisensory approaches

Alternative methods of recording

Technology
Symbols
Cloze procedure
Speech to text
Storyboards
Multiple choice

Read, Write, Inc.

1:1 phonics
Fresh start

Dyslexia

Dyslexia intervention
Alternative coloured paper
Coloured overlays
Coloured whiteboards

Advice from outside professionals

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Numeracy

Magic Maths

Fluency Bee

TT Rockstars

Numbots

Concrete resources

Multisensory learning

Visuals to support mathematical
concepts

Advice from outside professionals: SEND Services

Access to the curriculum and a supportive environment

Fire
evacuation
chair.

Pre teaching
and over
learning of
strategies,
concepts and
vocabulary

Breakout
spaces

Use of
technology

Accessible
toilet and lift
to upstairs
classrooms

Provision of
outdoor
learning
environment

Carpeted
floors

Quiet room

Sensory
equipment

Sensory diet
equipment
and
programmes

Communication
friendly
environment

Personalised
curriculum
and timetable

Specialised
seating when
required

Adapted
Teaching

Tables and
chairs at
appropriate
heights

Advice from outside professionals: School Nurse, SEND Services, Occupational Therapy, Outreach Schools

Social, Emotional and Mental Health

Interventions

Social Skills Groups
Mindfulness
Head Space
Drawing for talking
Lego Therapy
Jewellery therapy
Art
Zones of Regulation
Behaviour for learning
Volcano in my tummy
Interoception
Play skills support
1:1 support from PWA

Boxall assessments
Strengths and Difficulties
questionnaires (Staff, parent,
pupil)
Sensory assessments
ABC / STAR Charts to monitor
and analyse causes of behaviour

Education Mental Health
Practitioner (Izzy)
Support from Mental health
Lead / Inclusion Lead
Mental Health First Aiders
SAS: Pupil Wellbeing Services

Relationships and behaviour
policy
Inclusive Attendance policy

Calm corners in each room
Sensory diet equipment
Sensory diet programmes
Quiet room (sensory diet)
Access to concentrators
Ear defenders
Wobble cushions
Therapy bands
Weighted items
Sensory resources
Dark dens
Now and next boards

Advice from outside professionals: School Nurse, SEND Services, Outreach Schools, CAMHS

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Physical needs

pencil grips
specialist pencils
posture support
writing slopes
iPads
laptops

Further adaptation of
physical activity (fine and
gross motor)

Physical adjustments and
support as necessary

Provision of specialist
equipment & resources

Advice from outside Professionals: Outreach Schools, Occupational Therapist/Physiotherapist, Medical Team

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Wellbeing

Routines of the school day

Support from school staff

Promoting self-care and
personal hygiene

Mindfulness and calming
strategies

Child's voice

Achievements and
celebrating success

Enhanced Transition
Programme where required

Building relationships

Working as a team
to support the child

Use of talk partners

Planned transition to new
class

Nursery induction

Referral to CAMHS

Advice from outside Professionals:
School Nurse, SEND Service, Outreach Schools, CAMHS

How does the school assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND?



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- How will the curriculum and learning environment be matched to my child's needs?

At Etruscan we will work with you to know all of our children's needs and ensure the learning environment enables them to achieve. If you are aware of any resource or strategy that helps your child, please talk to our staff.

- How will I know how my child is doing and how will you help me to support their learning?

We are always here to support you. An appointment can be made with the class teacher or Inclusion Lead. There are two parent/carers consultation evenings throughout the year which provide opportunities for parents/carers to meet with your child's teachers and discuss their progress. There are also three additional meetings to discuss your child's pupil passport / progress towards EHCP targets.

- How does the school consult with and involve children with SEND in planning and reviewing their education?

All pupils with a passport, where possible, are asked to contribute to their review. This is done throughout the year through regular conversations and feedback. They are encouraged to know their next steps to ensure they know what they need to do to progress.

- How does the school measure outcomes and the impact of the support provided to children with SEND?

We use a range of formal and informal assessment. For example observation, conversations and a range of tests. We carry out standardised tests for the children with SEND to provide a measure of the impact of intervention. The tests used provide measures for reading ability, comprehension receptive language, expressive language, memory, numeracy ability. We use B-squared as an assessment tool across the school. Those pupils with SEND may be assessed on 'Primary Steps' for English and Maths. Pupils in EYFS with SEND are assessed using 'Early Steps' and pupils throughout the school are assessed on 'Primary Curriculum' at the Year group that they are working at (this may be below their actual Year group).

- How will you involve parents and carers in this process?

Grownups are invited to passport review meetings and parent/carers consultation evenings. Our school offer to all families is that communication is a two way process and we are always here if you need us.

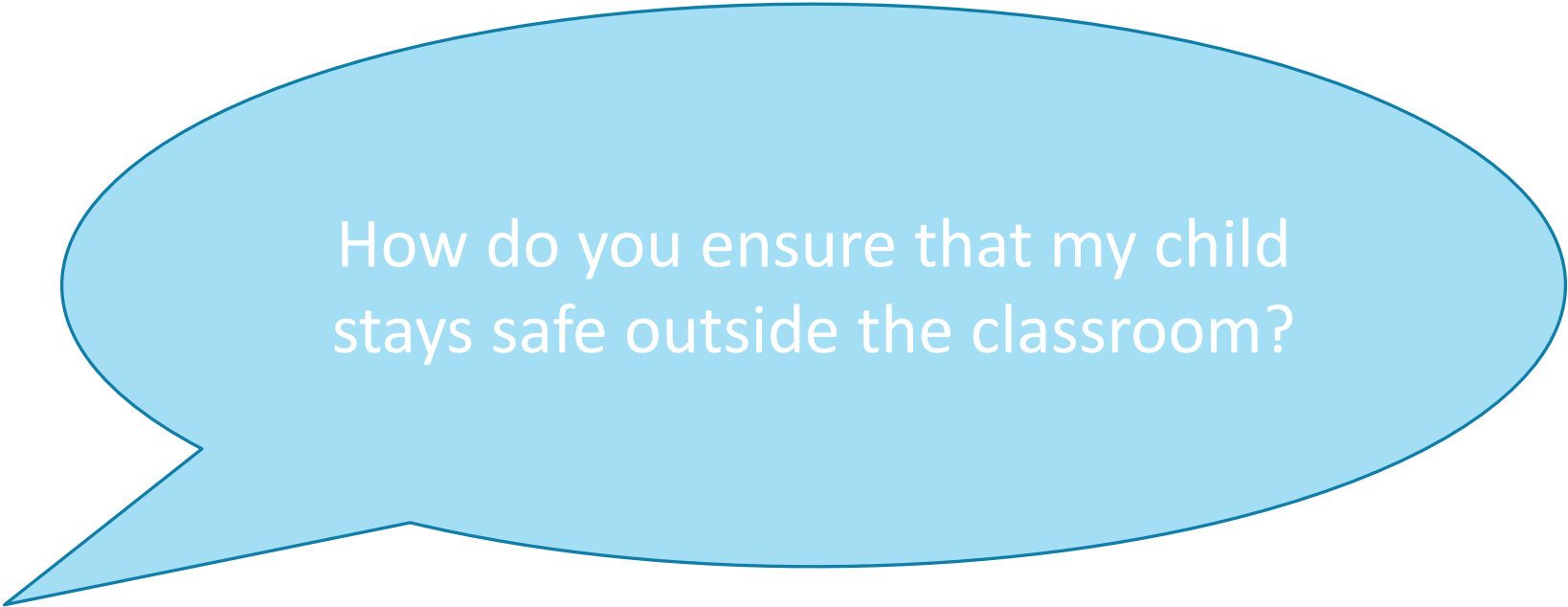
- How will you involve children in this process?

Your child's voice is important to us. We will listen to what your child has to say not just in formal meetings but every day. Your child will help us to set their targets, and they will know their next steps.

- Does the school use feedback mechanisms or surveys?

Your feedback is important to us at all times. If you have any concerns or ideas please feed those back to us throughout the year. As well as this, we have formal opportunities for you to feedback such as school surveys.

3. Keeping Students Safe and Supporting their Wellbeing

A large, light blue speech bubble with a dark blue outline, pointing towards the bottom left.

How do you ensure that my child stays safe outside the classroom?



- What handover arrangements are offered at the start and end of the school day?

In the Nursery and reception classes, staff will greet you and your child with a warm welcome into school. Staff are also available at the end of the day to hand over your child. In Key Stage One and Two, a member of staff will be at the gate every morning to greet you and your children. At the end of the school day KS1 children are dismissed from their classrooms. Year 5 is dismissed from the hall. Year 3 and 4 are dismissed from their classrooms. Year 6 are walked down to the gate on Belmont Road. With consent of parents children in Year 6 are able to walk home without a grown up. Some children may access a 'soft landing' where they are given opportunities to regulate before joining the main classroom.

- What support is offered during breaks and lunchtimes?

At lunchtime, midday supervisors and support staff are deployed across the playgrounds and the hall. They are available for the children to talk to. We also have a timetables group, games club and the library available for pupils during lunch time.

- How do you ensure my child stays safe outside the classroom? (e.g. during PE lessons, moving between buildings and on school trips)

Staff/pupil ratios are adhered to for all out of the classroom activities. We ensure any actions for a child with a care plan for their health needs are met whether in school or taking part in an out of school activity. Additional risk assessments are carried out for pupils where necessary.

- What are the school's arrangements for undertaking risk assessments?

Risk assessments are carried out for any activity which is additional to the usual school day. All risk assessments are quality assured through the senior leadership team.

How will the school manage my
child's medicine or personal care
needs?

- How does the school manage the administration of medicines and the provision of personal care where necessary (e.g. toileting, eating, etc.)?

We follow the requirements of the latest DFE advice (Supporting pupils at school with medical conditions – updated Aug 2017). Any medicines that are required to be taken are kept securely in the school. Grown ups are required to sign a care plan on Meditracker to detail when and how they need to be taken. Any child who requires additional support with personal care or eating/diet are managed sensitively and in consultation with the parents/carers to agree the best approach.

- What would the school do in the case of a medical emergency?

If your child has a personal care plan details will be shared with all appropriate staff. In the case of a medical emergency an ambulance will be called for, and grown ups will be contacted.

- How does the school support children who have to take time off for medical appointments?

School allows time for children to take a medical appointment. We request that where possible appointments are made at the beginning or end of the day. However, we understand that this is not always possible.

- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

Where a care plan is necessary staff will work with the family to draw up the elements of the plan on Meditracker. Relevant staff are made aware (including SLT) and all staff have access to Meditracker. Where needed we will seek advice from the relevant medical professionals.

What support is available to assist with my child's emotional and social development?

- Does the school offer a counselling service and/or Learning Mentor?

At Etruscan we benefit from support from the Educational Mental Health team. We also have a number of staff who deliver interventions relation to SEMH.

Mrs Sproson-McCleary is our Mental Health Lead who can provide advice and support.

Mrs Cox is our Home-School Links Worker who is able to offer support to families and children.

We can also access the School Nurse Service which requires a referral form to be completed.

If necessary we can also refer to the Child and Adolescent Mental Health Service (CAMHS) for targeted support.

What support is there for behaviour, avoiding exclusions and increasing attendance?

The following methods will be used by adults to reward positive behaviour, good work or demonstration of school values

Verbal praise.

Stickers.

Dojo points rewarded to children.

Star of the Week certificates.

Head teacher awards.

Children receive a 'You've been spotted' for displaying school values and acts of kindness, which are placed in a draw to win a prize in the weekly celebration assembly.

Classes have an internal rewards system.

Attendance is celebrated weekly with Dojo points and class rewards.

Reward/incentive charts, personalised to your individual child, will be provided should their need benefit from this.

4. Working Together & Roles

What areas of expertise are available in the school in relation to SEND?

- **Does the school have any areas of expertise with specialist staff, and what are their qualifications?**

Mrs Holmes is completing the National SENCO qualification. Mrs Sproson-McCleary is the Mental Health Lead for the school and has completed the Mental Health Lead accreditation through Anna Freud.

- **What type of knowledge do staff members have in relation to SEND (awareness, enhanced of specialist)?**

All our staff have had training to deliver quality first teaching and adaptations to support children with a range of needs. An ongoing CPD programme is in place for staff to ensure there is up to date and current knowledge across the school. The SENCo, Learning Support Practitioners, Teaching Assistants and Personal Welfare Assistant Practitioners are updating their skills regularly and attend training for interventions relevant to the needs of the children in our school. Teaching and support staff have undertaken Dyslexia Awareness Training and Autism Awareness, Comic Strip Conversations and Quality First Teaching. Foundation Stage staff have also completed Time to Talk, Time to Listen and Talk Boost. Staff work closely with Speech and Language therapists to deliver individualised language programmes when needed. Some staff have also had Inference Training, Dyspraxia Training and training in teaching children with ASD. Staff have also been trained in mental health awareness with some staff trained at Level 2. All staff have received training from the educational psychology team on adverse childhood experiences and relational approaches.

- **What ongoing support and development is in place for staff with regard to supporting children with SEN?**

The SENCO delivers staff training in SEND to raise awareness, knowledge and understanding of SEND.

- **Does the school have any formal accreditations, charter marks or awards?**

Dyslexia Friendly Schools Level 1, Autism Friendly Status Level 1.



- Who is the SEN Coordinator and how can I contact them?

The SEND Coordinator is Mrs Holmes. You are very welcome to make an appointment to speak with her.

- How will my child be supported to have a voice in the school?

Pupil voice is important to us, and your child's responses to our provision will inform how we plan for their education. Your child will have a voice in setting and reviewing their targets.

- What opportunities are there for parents/carers to become involved in the school and/or to become governors?

We have 2 parent governors on our school governing board. All parents/carers are encouraged to apply. Parents/carers are also invited to join us for learning and celebration opportunities throughout the year. We actively encourage you to be involved in school life.

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- **What help and support is available for the family through the school?**

We have a Home School Links Worker, Mrs Cox, who is available to support families for whatever their needs require. We can offer regular informal meetings to discuss a particular issue or concern, or we can invite other professionals to meet with the parents/carers in a multiagency capacity if there are more wide-ranging issues. We are happy to carry out home visits if you feel more comfortable with this approach and can help families to access a range of services to meet their needs. We pride ourselves on our relationships with our families. We are here to listen and help.

We support families through the Early Help Framework. We work closely with Family Support Workers to ensure our families are getting the right support at the right time.

We also work closely with the Social Care service in supporting our families.

5. Inclusion & Accessibility

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

- What activities are available that can be accessed by children with SEND in addition to the curriculum?

All of our after school clubs are available for any child to join. Adaptations are made if needed to ensure they are fully accessible.

- Do you offer holiday and/or before and after school provision? If yes, please give details

We have a breakfast club which starts at 8.15 a.m. Monday-Friday. Details of after school clubs are available from the school office.

- What lunchtime or after school activities do you offer? Do grownups have to pay for these and if so, how much?

The after school clubs provision changes termly but there are a host of clubs which run throughout the week. Clubs can be signed up to via Arbor. There is currently no charge for after school enrichment clubs.

- How will you help my child to be included?

All children are encouraged and supported to enable them to be included in the clubs they have chosen. Their needs are taken into account when planning the activities for the club sessions.

How accessible is the school?

- Is the building fully wheelchair accessible?

Yes. We have a lift access for upstairs classrooms. We also have a fire evacuation chair which can be used to safely remove children with physical disabilities from the upstairs classrooms in the event of a fire.

- Are disabled changing and toilet facilities available?

Yes.

- Do you have parking areas for pick up and drop offs?

We have a disabled parking space.

- Where can I find the school's Accessibility Plan?

The school's Accessibility Plan can be found on the school website under Parents/Policies/Accessibility and Equality Plan or by clicking on this [link here](#).

- How are SEND pupils or pupils with disabilities supported to access those facilities available to all students?

School makes reasonable adjustments to ensure that children with SEND or disabilities are able to access all the facilities.

- Have there been improvements in the auditory and visual environment?

The school is currently undergoing a review of environmental stimulus.



- How do you communicate with those whose first language is not English (including parents/carers)?

We have a number of bilingual staff in the school who are able to provide translation for our parents/carers. If there is a language spoken that we don't have any support in school for, we make use of Google Translate. The whole school online communication tool, Dojo, has a translation facility. We use Chatty Learners as an intervention for our children with EAL.

- Is any specialist IT software or equipment available and used within the setting?

We adapt the learning environment and use equipment as advised if this is required for specific children.

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6. Transition

How will the school prepare and support my child to transfer to their next education setting?

- How can parents/carers arrange a visit to Etruscan Primary School? What is involved?

We warmly welcome visits to our school. Please contact the school office on 01782 235711, or call into our school office.

- How will you prepare and support my child or young person to join Etruscan Primary School and how will you support them to move on to the next stage?

If your child is joining our school, they will be given a tour to allow them to become familiar with the building, routines and systems. They will have the chance to meet the staff they will be working with on a daily basis and will be encouraged to ask any questions they may have. They will be asked about their likes and interests so that we can try to make them feel at home as soon as possible. If your child is transferring from another setting we will make contact with them, which may include a transitional visit to observe them.

When your child moves up to their next class, they will have transition days during the summer term to get a taster of what the next year will be like. This aims to alleviate any concerns and give the teachers the chance to meet and get to know the children prior to September. All information about your child is passed up to the next teacher and any information about additional needs are shared so that your child is fully included from day one.

When it is time for your child to move to secondary school, there will be transition days for all children in Year 6. Additional visits are available to children who need them to ensure that their transition is as smooth as possible. Some children may move schools at other times – we will ensure a smooth transition by collaborating with their new school. All records and information about your child are passed to the next school and conversations are held between our school SENCo and the high school SENCo.



7. School Context

	Etruscan Primary	National
% of pupils with SEN support	8.7%	13.6%
% of pupils with EHCP/Statement	4.3%	4.8%



8. Additional Information

- What other support services are there who might help me and my family?

The Family Hub is available to support families. Contact details can be found on the Local Offer (link below)

- When was the above information updated, and when will it be reviewed?

The information in this report was updated in November 2025 and will be reviewed annually.

- What can I do if I am not happy with a decision or what is happening?

If you are not happy about a decision or something that is happening in school, please ask to speak to your child's class teacher initially. If you require further assistance then please request to speak to the Inclusion Leader/SENCo. If you are still not happy then you can speak to the Headteacher or the school governors who will do their best to help you with your concerns.

- Where can I find the Local Authority 'Local Offer'?

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

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Current Services/Agencies/Specialists linked to Etruscan.

- School Health Visitor – Tel: 0300 303 3298
- School Nursing Hub 0 -19 Health and Wellbeing Service – Tel: 0300 4042993
- SENDIASS – Tel 01782 234701
- Speech Therapy – 01782 234484
- Governor for SEND – Julie Thompson

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