

St Edward's CE Primary School

SEND Information Report

St Edward's CE Primary School offers an incredibly inclusive environment. We have well trained staff who expertly support pupils who have wide range of SEND needs and who may need additional support or an adapted provision.

The most common areas of learning we support are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Identifying pupils with SEND

Early identification of pupils needs is vital and staff are well trained in early identification of a range of needs. This early identification is often supported through transition arrangements from Pre-Schools and Nurseries to school and by working in partnership with parents. Children who need special educational provision might be identified when:

- Progress is significantly slower than that of their peers starting from the same baseline
- Their progress fails to match or better the child's previous rate of progress
- The attainment gap between the child and their peers fails to close
- The attainment gap widens between them and their peers

This may include progress in areas other than academic attainment, for example, social and emotional needs, communication and interaction and speech and language. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND but we will then track that child closely to see what additional support is needed. Staff identify pupils' emerging or changing needs quickly and accurately and ensure support is effective and draw on specialist advice where needed.

Children will be identified as needing special education provision through:

- data analysis at termly pupils progress meetings
- on-going assessment for learning
- anecdotal evidence identifying behaviours throughout the school day
- following up parental concerns
- undertaking specific in-depth assessments when necessary
- termly SEN screening meetings between the SENCo and class teacher

These pupils will be listed on the SEND Register and will receive support that is in 'addition to' or 'different from' the well differentiated, high quality teaching all pupils receive. We will formally notify parents/carers when it is decided that a pupil will receive SEN support and be listed on our school SEND Register. If a child is identified as needing further support but does not meet the

threshold for the SEND register, then a number of reasonable adjustments may be put in place. These may include:

- Seating position in class
- Concentration aids
- Brain Breaks
- Time to regulate
- Intervention Support
- Check in with trusted adult
- Meet and greets in the morning or after transitions

Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**. (See this in full in Appendix 1)

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs to enable this to be most effective. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

Every pupil on the school's SEND Register has a SEND support plan in place which ensures that pupils receive an appropriate level of support and pupils' needs are met. They are written and reviewed regularly by their class teacher to monitor the additional support the child is receiving and its impact. This plan is discussed with parents/carers at termly meetings where their views are sought too and they are also encouraged to discuss and review their child's support and progress at any time with either the class teacher or SENCo.

Following a statutory assessment by the Local Authority, an EHC Plan may be provided by Leicestershire County Council, if it is decided the child's needs require funded support from the local authority. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers, professionals external to the school, representatives from the Local Authority and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Transition

When a child is transferring to another school we:

- Transfer records of children with SEND and have a pre-transfer conversations with their next school
- Support pupils in all transition days to their next phase but also offer additional transition visits and support
- Support parents and pupils to meet with representatives from local Secondary Schools before Year 6 transition
- Complete Annual Reviews for pupils with an EHC plan in Year 2 and Year 6 at the beginning of the academic year and if they are Year 6, a representative from the named Secondary School will be invited to attend

When a child is moving year groups within school:

- Teachers will liaise closely when pupils transfer to another class within the school and have transition meetings with previous staff well in advance of their new academic year.
- SEND pupils are offered additional transition support and visits to their new class and often have a transition booklet or social story that outlines new staff and routines. This is completed in time to take home over the Summer to further support transition.
- Further meetings are arranged between the SENCo, parents and teachers where required
- Pupils are invited into school on the INSET days before school starts to remind themselves of their new teachers and new routines.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching and making reasonable adjustments is our first step in responding to pupils who have SEND. This will be different for individual pupils and may include:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as electronic devices, tinted overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have a number of Learning Support Assistants who are well trained to support children on a 1:1 basis or in small groups.

We work with the following agencies to provide support for pupils with SEN:

- Oakfield Outreach Services

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- Autism Outreach Services
- Leicestershire Educational Psychology Services
- Speech & Language Therapy Services
- ADHD Solutions
- Ashmount Outreach Services
- Specialist Teaching Services
- North West Leicestershire Public Health (School) Nurse Team

SEND Training

Our SENCo has several years of experience in this role and also works as a class teacher. They are allocated time each week to manage the school's SEN provision. We have a strong team of Learning Support Assistants who are trained to deliver SEN provision. Staff are trained in Precision Teaching, Visual Stress, Social Communication, Positive Handling, Dyslexia, ADHD and Autism programmes. We regularly access advice and support from specialists such as Speech and Language Therapists, Educational Psychologists and Autism Outreach teachers.

Securing equipment and facilities

Where individual children require specialist equipment recommended by relevant professionals, this is sourced and provided.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Implementing SEND Support Plans to measure progress
- Regular monitoring of provision and SEND Support plans by the SENCo
- Reviewing the impact of support
- Seeking pupil and parent feedback
- Holding annual reviews for pupils with EHC plans

Ensuring all pupils in school (including all of those with SEND) engage and enjoy all activities available in school.

All of our SEND pupils access our wider school enrichment activities and school visits, including our before-and after-school clubs. All pupils are supported to go on our Year 6 residential and appropriate adaptations are put in place.

All pupils take part in all school based activities and any child with SEND is fully supported in this. Our school's accessibility plan can be found on the school website.

Support for improving emotional and social development

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

- Pupils with SEND are encouraged to be part of the school council, Collective Worship team and often take on areas of responsibility.
- Pupils with SEN enjoy our Afterschool Club and Breakfast Club provision when needed.

- Small weekly groups cover a variety of social and communication needs
- 1:1 counselling sessions can be allocated
- Therapy dog sessions are enjoyed where needed
- Alternative arrangements offering support during lunchtimes of a quiet environment away from the playground

All children are supportive of pupils with SEND and we are very alert to any early indicators of potential bullying.

Working with other agencies

The school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families. Support is sought out on an individual basis where needed.

Contact details of support services for parents/carers of pupils with SEND

The following support services are available for parents/carers of pupils with SEND:

SENDIASS - Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) provides free impartial, confidential and accurate information, advice and support about education, health and social care for children, young people and their parents/carers on matters relating to special educational needs and disability. <https://www.kids.org.uk/sendiaass>

Local Authority:

Special Educational Needs Assessment service (SENA) - Phone: 0116 305 6600 Email: senaservice@leics.gov.uk

Specialist Teaching Services (Autism Outreach support, Learning support, Hearing and Vision support) Tel: 0116 3059400

Support for Mental Health:

Child and adolescent mental health service (CAMHS) Leicestershire and Rutland Team 0116 2952992

Young Minds helpline: Tel: 0808-802-5544

Support for ASD:

<https://www.autism.org.uk/>

<https://www.autism.org.uk/about/family-life/parents-carers.aspx>

<https://www.leicestershireautisticsociety.org.uk/>

<https://www.autismeducationtrust.org.uk/>

<https://www.leicspart.nhs.uk/autism-space/beyond-diagnosis/chatautism-text-messaging-support-service/>

School Nurse:

North West Leicestershire Public Health (School) Nurse Team, Coalville Health Centre, 0116 215 3250

Support for ADHD:

<https://www.adhdfoundation.org.uk/information/parents/>

<http://cmsms.adhdsolutions.org>

General Info on ADHD - <http://www.adders.org/info170.htm>

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Self-esteem - <http://www.adders.org/info79.htm>
Managing ADHD - <http://www.adders.org/info58.htm>

Support for Dyslexia:

Leicestershire Dyslexia Association - <http://ldadyslexia.org.uk/>
<https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child>
<https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/8-working-memory-boosters>

Support for Motor Co-ordination Disorder/Dyspraxia –

<https://dyspraxiafoundation.org.uk/>
<http://www.movementmattersuk.org/>

Support for Dyscalculia –

<https://www.sess.ie/categories/specific-learning-disabilities/dyscalculia/tips-learning-and-teaching>
<https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences/dyscalculia-and-maths-difficulties>

Support for Speech and Language –

<https://www.tamesidehospital.nhs.uk/our-services/community-services/speech-and-therapy.htm>
<https://www.thecommunicationtrust.org.uk/>
<https://speechandlanguage.org.uk/>
<https://www.leicspart.nhs.uk/service/childrens-speech-and-language-therapy-service/>

Contact details for raising concerns

Where a parent/carer has concerns about the school's provision for SEN, which cannot be allayed by the Class teacher or SENCo, they should approach the Head teacher. Where a complaint cannot be resolved, it should then be referred to the governing body via the school's complaints procedure.

The local authority local offer

Our contribution to the local offer is: <https://www.leicestershire.gov.uk/st-edwards-church-of-england-primary-school>

Our local authority's local offer is published here: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Monitoring arrangements

Our school's SEND Policy and Information Report is reviewed by our SENCo **annually in October**. It will also be updated if any changes to the information are made during the year. It is then approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Pupil Behaviour Policy
- Inclusion Strategy

Appendix 1

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St Edward's CE Primary School - Graduated Response

1. Initial Concerns about a child may include:

- Parental concerns
- Staff concerns
- Other professionals who raise concerns
- A pupil struggles to access whole class learning
- A pupil struggles with emotional regulation or social interactions
- Limited progress being made
- EAL barriers
-

2. SEND Concern:

- (At this stage, class teacher will follow 1 or 2 cycles of the **assess, plan, do, review** cycle then evaluate):
-
- Class teacher to inform and discuss with SENCo their concerns and actions to be taken
- Class teacher to make adaptations through Quality First Teaching, scaffolds/resources and reasonable adjustments
- Discuss concerns with parents
- Class teacher to assess and monitor the child

If a child makes satisfactory progress, they can be removed from SEND Concern.

If a child's progress/engagement/behaviour continues to be a cause for concern, they move to SEND Support.

3. SEND Support:

- (A child may need to be put on SEND Support straight away if transitioning from another setting with existing identified need, if needs are significant or if there is a sudden change.)
-
- Class teacher/SENCo to meet with parents to discuss putting child on SEND Support (SEND Register).
- Class teacher to begin creating SEND Support Plan by having discussion with child and parents around strategies and what works best for them.
- SEND Support Plan created with SMART targets and shared with SENCo - final plan shared with child and parents.
- Class teacher to continue with **assess, plan, do, review**
- Termly review with parents and seeking child and parent views
- If additional support required, discussion with SENCo about appropriate referral, eg SALT, Education Psychologist, AOT, Oakfield

If a child is making expected progress and no longer requires specific support which is additional to or different from their peers, they can be removed from SEND Support following a discussion with parents.

4. High Needs Support:

A minimum 3 cycles of Assess, Plan, Do Review are usually completed before applying for additional funding.

SENIF Application (short term intervention) if cost to support is more than Element 2 (Notional SEN Budget). Schools are expected to use this to cover the first £6,000 of special educational provision required for a child with SEND.

or

EHC Needs Application ((long-term, statutory support) if cost to support is more than Element 2 (Notional SEN Budget). Schools are expected to use this to cover the first £6,000 of special educational provision required for a child with SEND.