SEND – SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Our School SEND Information Report

Please also refer to the SEND Policy available in the policies section of the school website.

Under the Children and Families Bill which became law in 2014, Local Authorities are required to publish, and keep under review, information about services available for children with disabilities and Special Educational Needs (SEND). This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. You can find out more information about the Local offer at https://www.herefordshire.gov.uk/localoffer

As part of the local offer, schools are required to publish a school information report to show what Lea Primary School offers children with special educational needs and disabilities within our school

SCHOOL NAME	Lea C of E Primary School
What do we offer?	**At Lea Primary we want every child to:** • Develop as a rounded individual • Feel valued, included and motivated to learn • Enjoy school • Make academic progress • Experience a range of successes and develop a positive sense of self • Develop their independence • Be able to make a contribution to their community We all develop at different rates and each have our own special qualities including different ways of learning. Our teachers will differentiate and adapt the curriculum to suit these different rates, levels and ways of learning. This is called **Quality First Teaching**. Each class has a trained teaching assistant every morning and in some classes for parts or the whole afternoon depending on the needs of the class as a whole. Our teaching assistants may work with groups of children within the class or sometimes outside the classroom. Sometimes teachers work with these groups. Some children may have a disability or need more help than others in reaching their full potential to make expected progress. They may require extra support that is different from or additional to other children of their age. These children are said to have special educational needs. They are carefully monitored and listed on a Special Educational Needs, Disability and Additional Needs Register (SEND Register). Mrs Brevet is our Special Educational Needs Co-ordinator (SENDCo) who works with teachers and teaching assistants to support children with

<table>
<tr>
<td>What are Special Educational Needs?</td>
<td>
SEN or disabilities (SEND). We have an open door policy where staff are always willing to listen, communicate and work with you and your child. We actively encourage partnership with parents as you have a vital part to play in your child's learning.

Many children will have special educational needs (SEN) at some point in their time at school. This means they may have difficulty with

Reading, writing, mathematics
Thinking, understanding and using language
Focus and attention
Organising themselves
Sensory sensitivities or physical abilities
Managing their behaviour
Making friends or relating to adults
Mental health and well being

These different types of difficulty, or need, have been put into four categories by the Department for Education (DFE):
<table>
<tr>
<td>Communication and Interaction

This includes speech and language delay. Communication difficulties that are complex in nature including autism.</td>
<td>Social, Emotional and Mental Health

This includes emotional well-being, social behaviour and learning behaviour such as difficulties with attention, focus, organisation of self or resources.</td>
<td>Cognition and learning

This includes difficulties with literacy (reading, spelling and phonics) and numeracy.</td>
<td>Sensory and physical

This includes physical disability, hearing or vision impairments and medical conditions.</td>
</tr>
<tr>
<td colspan="4">Resources and Equipment. All classes are equipped with Interactive Whiteboards to complement our multi-sensory approach to teaching. Appropriate resources and equipment, to aid access to learning according to need, are used where appropriate within the classroom including: writing slope, pencil grip, special pencils and pens, Barrington Stoke dictionary, pop up desk screen, wobble cushion, wobble boards, sensory circuits, ear defenders, weighted lap blankets, for example. Books with enlarged print and a loop auditory system may be acquired through the Local Authority teams for children with visual and hearing impairments.</td>
</tr>
</table>
</td>
</tr>
<tr>
<td>How accessible is the school?</td>
<td>Our school site is fully wheelchair accessible. We have an accessible toilet and separate accessible hygiene room equipped with shower and space to administer medicines.</td>
</tr>
</table>

What is your policy on inclusion?	Lessons are as inclusive as possible, with adjustments and adaptations made depending on need. Support staff are employed to facilitate differentiated, adapted and personalised learning and aid access to the curriculum at all levels. All children are included in all enrichment activities including after school clubs, school visits and residential trips, regardless of need or disability.
What do I do if I think my child has SEN? **What if the school thinks my child has SEN?** **A Graduated Response**	First, discuss your concerns with the class teacher. You could also speak to our Special Educational Needs Coordinator (SENDCO) Mrs Brevet. Your child's teacher will speak to you and discuss their concerns with you. The Special Needs Co-ordinator may also be involved in this discussion. ***Following the initial concern being raised the Graduated Response will begin.*** ***The Graduated Response – a process of identification of children with SEN*** *Parent* ⟷ *Teacher* ***Initial COMMUNICATION*** *regarding SEND.* Teachers are available to speak to about any concerns you have at the end of the day after school, by appointment, (telephone, virtual or in person) or via the parent email facility. Teachers or the school SENDCO will arrange a meeting if they would like to raise initial concerns with you ↓ *SENDCO informed of the concern raised by you or the class teacher through Informal communication initially and then a meeting is arranged to discuss concerns in more detail* *You can contact our SENDCo Mrs Brevet by:* *-speaking directly to her at the end of the school day, through the class teacher or speak with Mrs Gwillam in the school office* *-by phone on the school number 01989 750296* *-by email SENDCO@lea-primary.hereford.sch.uk* ↓

SEND Support Plan

Once we have considered everyone's concerns we will plan what to do next. This may mean implementing support in school with: appropriate adaptations and/or adjustments to meet your child's needs in the classroom such as groupings, seating, different methods to guide through tasks, learning strategies appropriate to your child's needs, focused adult scaffolding support and targeted intervention within class or sometimes out of the class on a one to one or small group basis; or providing your child with equipment, including IT, that support their needs. It may be that a referral is made to outside agencies or professionals to request an assessment to understand your child's needs more fully. If the support needed is of a continuous nature rather than a shorter intervention, your child will be placed on the SEND register and a support plan will be drawn up. We will work with you on what goes into the support plan. As already mentioned, we may draw upon professionals from outside school for further advice. Some that we work closely with include Speech and Language Therapists, Educational Psychologists, Learning Support advisors, Inclusion Team, Butterflies Play Therapist ,Young Carers, Child and Adolescent Mental Health Services (CAMHS), WEST, Community Paediatrician, School Nurse, community and specialist nurses, Physiotherapists and Occupational Therapists. We also work closely with Carer support, the Local Authority SEND team as well as the Virtual Schools for Looked after children in Herefordshire and Gloucestershire (Looked After Children) and the English as an Additional Language team (EAL) for those children with or without SEND.

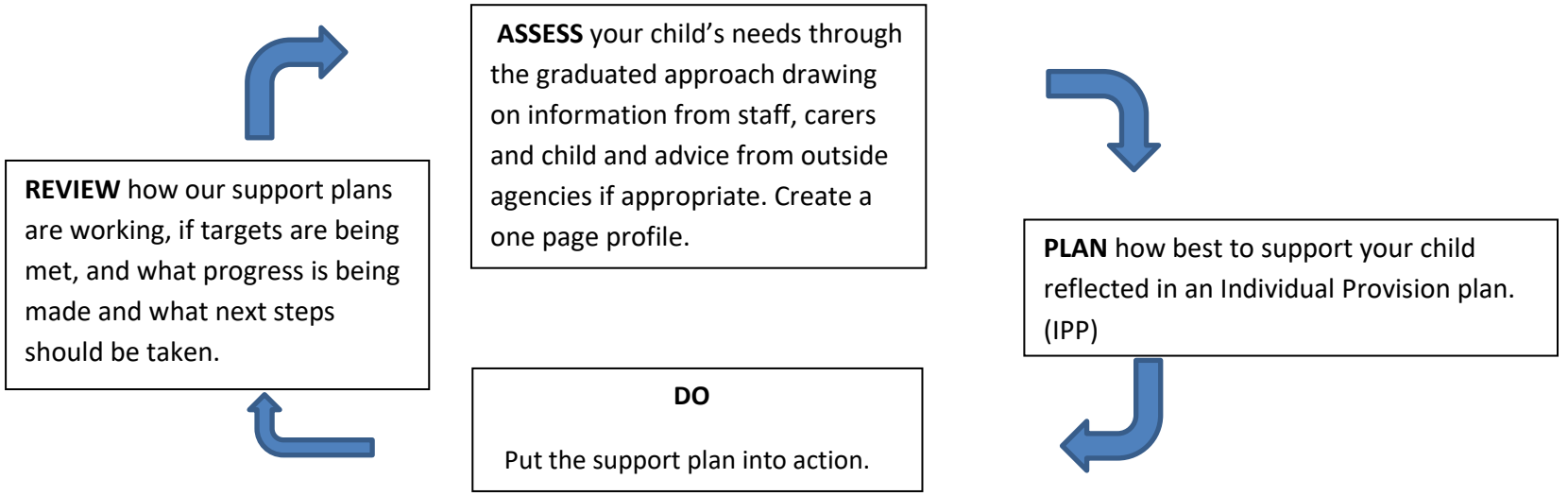
SEND SUPPORT PLAN

Each child on the SEND register will have a PUPIL PASSPORT. This is drawn up to include your views and those of the child. We will meet with you at least twice a year to monitor your child's progress, review the targets, approaches and adaptations outlined in the Pupil Passport and plan new ones as appropriate.

Child voice: Our SENDCo will meet with your child to discuss their views, observe and assess concerns. These will be recorded on the PUPIL PASSPORT.

The PUPIL PASSPORT records a child's voice, areas of need, any external involvement and current assessment results

It lays out targets, strategies and resources, provision and outcomes are recorded in termly reviews. The Pupil Passports are updated termly.

PEP	***If you are caring for a Looked After Child, regular PEP (Personal Education Plan) meetings are held to discuss all aspects of the child's welfare and targets are set. These are translated into a school PUPIL PASSPORT if they have special needs. Please see CLA policy for further details.***
Education Health and Care Plan (EHCP) ***Statutory assessment previously known as a Statement of Special Educational Needs***	**E.H.C. PLAN** If your child's needs are long term and complex or severe and they are not making their expected progress following the Assess/Plan/Do/Review cycle, your child may get an EHC plan from the appropriate Local Authority. This single plan includes all your child's assessed needs from Education, Health and Social Care and gives a complete picture of all the arrangements and support your child needs to make best progress.
Graduated Response	**Throughout, there is an cyclic approach of Assess/ Plan/Do/Review:**  *This whole process of assess, plan, do, review is referred to as the* ***graduated response.***

How is my child's progress monitored?	We get to know our children well and are vigilant in observing their progress through formal and informal assessment. • Your child's progress is continually monitored by their class teacher. • Their progress is reviewed every term and formally recorded. Each term, teachers meet with the Executive Head teacher or Head of school to discuss each child in a pupil progress meeting. The Headteacher then meets with the SENDCo to discuss those pupils with SEND further. . • At the end of key stage 2 all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally. . • Children who have been identified as having a special educational need or disability will have an SEND Support Plan – PUPIL PASSPORT which will be reviewed with your involvement, every term and the plans for the next term made. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education as well as the termly PUPIL PASSPORT meetings or parent's evening • A range of ways will be used to keep you informed, which may include: - Home/school contact book , PUPIL PASSPORT and parent meetings, additional meetings as required, phone calls, emails and end of year Reports
How will the school work with my child and me?	The school views parent partnership as vital to a child's success. We want to: • hear your views about your child • involve you and your child in decisions about their education • keep you and your child informed about their progress and targets. We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working well in both places. The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCo or class teacher will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. PUPIL PASSPORTs will be reviewed with your involvement each term. A home/school contact book may be used to support communication with you if this proves effective for you and your child. Any family with a child with SEND can seek support through the independent parent support service, SENDIASS: **Email: sendias@herefordshire.gov.uk** **Tel. 01432 260955 9am-4.30pm** This may be particularly helpful for families with an EHCP. They will ensure that you fully understand the process.

	Our open door policy means we communicate, liaise and work closely with you and your children.
Staff training	All staff undergo internal and external training through staff meetings, INSET days or external training days. There is a continuous programme of staff development in operation. All staff attend regular Safeguarding training. **All staff have access to and opportunity for training to develop expertise in supporting specific needs of children with SEND.** **Recent and planned training includes:** • On going training and research to gain increased understanding and practical strategies to support pupils with ADHD, autism, anxiety, Speech and Language difficulties, dyslexia etc. • Training to implement strategies such as social stories, POPAT Speech and Language, Little Wandles Phonics SEND programme. • Training to further understand Attachment Theory and complex communication difficulties, Emotion Coaching, Growth Mindset and training to understand the impact of trauma. • Some members of staff are Team Teach trained (techniques for behaviour management including physical restraint as a last resort) • We have a member of staff in the Gateway federation who is our mental health first aider and a member of staff who has trained as a Senior Mental Health Lead. • Our SENDCo has achieved the National SENCo Award.
Targeted Interventions	**Interventions currently being used at Lea Primary include:** **Small group and individual as appropriate:** ❖ additional phonics sessions – little wandles ❖ Speed Up/Write Dance (handwriting) ❖ Nessy IPAD app ❖ Individual Speech and language programs supplied by local SaLT ❖ POPAT ❖ Colourful semantics ❖ Language for Thinking ❖ Numicon

	❖ IPAD apps - include White Rose 1 minute Maths * problem solving * number sense activities ❖ Pre-teaching/over learning ❖ Play therapy ❖ ELSA support (Emotional Literacy Support Assistant)- Talking Groups * social skills * social stories - ELSA emotions resources (self esteem, confidence…) ❖ WEST support ❖ Physio and Gross motor skills + sensory circuits ❖ Fine motor skills ❖ Individual OT programs supplied by local OT ❖ Engagement/personalized one-to-one support ❖ One to one and group tuition ❖ Various adaptions to support attention and sensory needs – include wobble boards, cushions, sensory breaks, movement breaks..

If you are not happy with any aspect of the provision for your child please discuss this with their class teacher first. If you are not satisfied with this then you may contact the following people:

Mrs Catherine Brevet: SENDCo (Special Educational Needs and Disabilities Coordinator)
Email: SENDCO@lea-primary.hereford.sch.uk Tel. 01989 750296

Mr Simon Manning : Executive Headteacher Miss Julie Sullivan: Head of School email:admin@lea-primary.hereford.sch.uk
SEND Governor- Jo Martin

REVIEW: This is a working document so will be reviewed and updated regularly and officially once a year. Most current review : October 2026.