

SEND INFORMATION REPORT

Leighton Primary & Preschool

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CONTENTS

1. Legislation & guidance
2. Contacts
3. SEND information report
 - 3.1 Kinds of SEN provided for
 - 3.2 Identifying pupils with SEN and assessing their needs
 - 3.3 Consulting and involving pupils and parents
 - 3.4 Assessing and reviewing pupil progress towards outcomes
 - 3.5 Supporting pupils moving between phases and preparing for adulthood
 - 3.6 Our approach to teaching pupils with SEND
 - 3.7 Adaptations to the curriculum and learning environment
 - 3.8 Additional support for learning
 - 3.9 Expertise and training of staff
 - 3.10 Resources & equipment
 - 3.11 Evaluating the effectiveness of SEND provision
 - 3.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND
 - 3.13 Support for improving emotional and social development
 - 3.14 Working with other agencies
 - 3.15 Complaints about SEND provision
 - 3.16 Contact details of support services for parents of pupils with SEND
 - 3.17 Contact details for raising safeguarding concerns in school
 - 3.18 The local authority local offer
4. Monitoring arrangements
5. Links with other policies and documents

1. Legislation & Guidance

Leighton's SEND Information Report is based on the statutory guidance set out in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation

- [Part 3 of the Children and Families Act 2014](#) which sets out schools' responsibilities for children with special educational needs and disabilities
- [The Special Educational Needs & Disability Regulations 2014](#) which sets out schools' responsibilities for the education, health and care (EHC) plans, SEND Coordinators (SENDCo) and the SEND information report.

2. Contacts

- The SENDCo is Mrs K Bilby
- The Head teacher is Mrs A Woolner
- The SEND Link Governor is Mrs A Mathers

3. SEND Information report

3.1 The kinds of SEND that are provided for:-

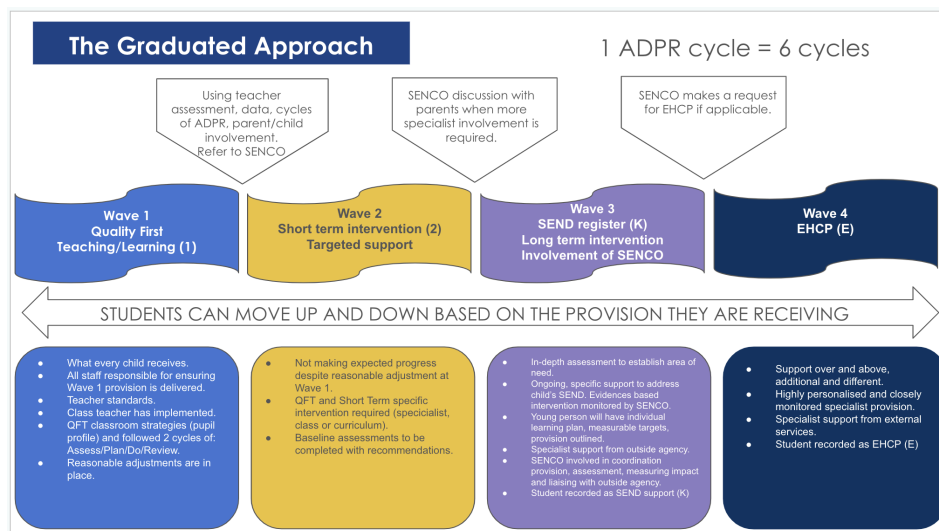
Our school currently provides additional and/or different provision for a range of needs:-

- Communication and interaction, for example, autistic spectrum condition, ADHD and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyscalculia
- Social and emotional and mental health difficulties, for example, anxiety, trauma-related difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

3.2 Identifying pupils with SEND and assessing their needs

At Leighton Primary and Pre-school we follow a graduated approach

Leighton believes that most SEND can be supported in the classroom by the class teachers' quality first teaching and through their knowledge and the quality of their differentiation strategies, assessed and monitored in line with their peer group.



We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress and attainment:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than academic attainment, for example, social needs and managing feelings and emotions. Where this is the case, it will not automatically mean a pupil is recorded as having SEND.

When deciding whether special education provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupils and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our Wave 1 provision, or whether something different (accommodations, modifications) or additional is needed.

The school utilises The Wave Approach (See Appendix 1) to support the graduated approach.

3.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:-

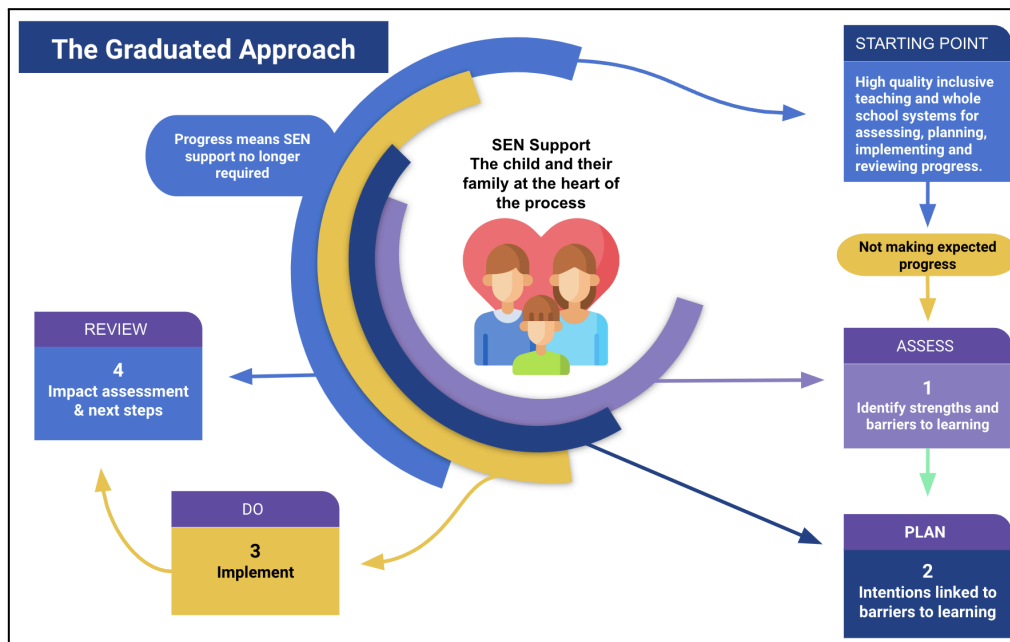
- Everyone develops a good understanding of the pupils' areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and the school's MIS.

- We will notify parents when it is decided that a pupil will receive SEND support and this support will be formalised with the introduction of a Joint Learning Plan. Parents are invited to work collaboratively with the school team in order to confirm and finalise an appropriate and cohesive plan.
- The child's name will then be added to a confidential record of pupils with SEND in our school.
- We are required to report this on the school census. Some children benefit from having an action plan without being formally on the SEND register.

3.4 Assessing and reviewing pupil's progress towards outcomes

We will follow the graduated approach & the four-part cycle of **ASSESS, PLAN, DO, REVIEW**.



The class teacher and supporting adults will work with the SENCO to carry out a clear analysis of the pupils' needs. This will draw on:

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

The assessment will be reviewed regularly.

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 will regularly review the effectiveness of the support and interventions and their Impact on the pupils' progress

3.5 Supporting pupils moving between phases and preparing for adulthood

- We will share information with the school or other settings the pupil is moving to.
- We will agree with parents and pupils which information will be shared as part of this. All pupils, where it is deemed beneficial, will be offered additional induction sessions in a new school setting to aid a smoother transition.
- Introductory induction sessions will be arranged as necessary for pupils with SEND. The SENDCO of the intended transition setting may be invited to the Transition Annual Review where an EHCP Is in place and the transition setting has been decided.

3.6 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 is our first step in responding to pupils who have SEND. This will be modified or adapted as required for individual pupils.

We also offer a range of needs-led intervention groups. These may be adapted to meet the differing needs of individuals or groups, including children with identified SEND. The following are examples of targeted interventions used in our school:

- Speech and Language Interventions to build vocabulary and language structures (eg. Colourful Semantics)
- Little Wandle Phonics Intervention
- Booster Interventions for Maths and Literacy
- Inference Training
- Drawing and Talking Therapy
- Sensory Circuits
- Social Stories
- Social Groups
- CBT therapy
- YDP Sports groups

Where children have an identified SEN, their provision will be detailed in the JLP (Joint Learning Plan) which will include any input from external agencies.

3.7 Adaptations & modifications to the curriculum and learning environment

We make the following adaptations or modifications to ensure all pupils needs are met:

- 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 laptops, coloured overlays, visual timetables, larger font, etc.
- Making reasonable adjustments to our teaching to meet individual needs, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

3.8 Additional support for learning

Teachers provide additional targeted support and will plan for supplementary interventions.

Teaching assistants will support pupils in small groups when pupils require support with identified areas of the curriculum to accelerate progress and embed key skills and core knowledge.

Teaching assistants are trained to deliver the interventions that apply to their phase, class or individual children with whom they work.

Teaching assistants will support pupils on a 1:1 basis when there are identified special needs which require targeted support. This includes children with an EHCP.

Other agencies are also included in providing additional support for learning where necessary to best meet pupils' needs.

3.9 Expertise and training of staff

Our SENCO has 10 years of experience and holds the mandatory NASENCO qualification.

The SENCO manages a team of teaching assistants who are trained to deliver SEND provision. The SENCO is also able to call upon the expertise and advice of a range of external agencies.

- In the last 6 years, staff working with children with SEN have been trained in a number of areas including: Little Wandle Phonics and catch up program, Maths (Fluency), Colourful Semantics, Safeguarding, the STEPS Approach, GDPR for SEND, Speech and Language support (including vocabulary)
- Teaching Assistants receive regular training (both internal and externally) appropriate to the needs of children they support
- Specialist staff train and oversee certain interventions as needed eg. Speech Therapy, CBT and Physiotherapy.

3.10 Resources & equipment

Each year specialised resources and equipment (e.g. wobble cushions, kick bands, intimate care equipment, bear hugs) are audited and catalogued. Where required, replacement resources are sourced.

3.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupil's individual progress towards their goals each term alongside pupils and parents/carers
- Reviewing the impact of interventions regularly
- Using pupil questionnaires
- Annual parent questionnaires
- Annual staff surveys
- Monitoring by the SENDCO
- Planned reviews of QFT and SEND provision
- Holding Annual Reviews for pupils with EHCP plans
- Using national performance indicators
- Tracking internal data for attendance and behaviour

The % of children achieving Reading, Writing and Maths combined age related expectations is improving year on year in both KS1 and KS2 and exceeds national averages for pupils with SEND.

3.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. Where a child has SEND, this will be taken into account when planning activities and making arrangements. Every effort will be made to provide support to enable all pupils to access these fully.

No pupil is ever excluded from taking part in these activities because of their SEND or Disability. The school makes best endeavours and reasonable adjustments to extra-curricular activities run by the school, and school visits so they are accessible to pupils. Decisions are made in consultation with families.

Admission of disabled pupils is accompanied by a transition meeting in which pupil needs are discussed and planned for. Specialist advice and guidance on the reasonable adjustments that can be made will be sought to ensure the best possible provision. The school's aim is that disabled pupils access all aspects of school life as fully possible and we are committed to ensuring that disabled pupils are not treated less favourably than other pupils. Physical disabilities will be supported by reasonable adjustments to the internal and external environment and appropriate additional support provided where required. Other disabilities will be similarly assessed and provided for on an individual basis, with reference to the individual's level and type of need.

More details are available in the Accessibility plan which can be found on our website.

3.13 Support for improving emotional and social development

Leighton provides support for pupils to develop their emotional and social development in the following ways:

- Pupils with SEND are also encouraged to be part of school clubs to promote teamwork/building friendships etc.
- Extra support at lunchtime is available to support children's play
- Circle of friends work facilitated by the pastoral team
- Support staff encourage small group work (sport, cooking etc) to encourage interaction and cooperation.

The school has a zero tolerance approach to bullying and a clear procedure for identifying and responding to bullying-related incidents.

Pastoral support arrangements include:

- A comprehensive PSHE curriculum
- 'Safe spaces' for children who may need sensory breaks
- Breakfast Club
- A range of interventions to support children with their emotional development including social skills groups, confidence building groups, and explicit teaching to identify and manage emotions
- Access to our Pastoral Lead to support families in need
- YMCA counselling

3.14 Working with other agencies

The school adopts a multi-agency partnership working to support children. The Head teacher, Safeguarding DSL and SENDCO are responsible for ensuring active involvement of external agencies where this is deemed to be in the best interests of a pupil. The school has links with a variety of local authority and voluntary sector organisations which are called upon to help meet SEND needs when required.

We currently work with the following agencies to provide support for pupils with SEND

- Social Care
- School Nursing Service
- Statutory Assessment Monitoring Service
- Specialist Teaching Team
- Peterborough Community Services-NHS Trust (SALT, Occupational Therapy, Physiotherapy, (Educational Psychology)
- Early Help Support
- Emotional Health and Wellbeing Service
- CBT

3.15 Complaints about SEND provision

Complaints about SEND provision should be made to the SENDCO in the first instance. Parents will then be referred to the school's complaints policy.

The parents and families of children with disabilities have the right to make disability discrimination claims if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

3.16 Contact details of support services for parents of pupils with SEND

The Parent Partnership Service, providing Peterborough's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEND) or a disability or have concerns that their child has special educational needs. They also offer impartial and confidential information, advice and support to young people and children with special education needs (SEND) or a disability or who have concerns they may have special educational needs.

Please follow the link below for more information:

[SEND INFORMATION AND SUPPORT SERVICE \(SENDIASS\) LOCAL OFFER](#)

SEND Information, Advice and Support (SENDIASS)

Email - sendiass@peterborough.gov.uk

Confidential helpline open during term times [0300 365 1020](tel:03003651020)

3.17 Contact details for raising safeguarding concerns in school

Where a parent, carer or member of staff has concerns, these should be made in the first Instance to the Designated Person for Safeguarding:

- **LEAD DSL:** Mrs Vicky Geldart
- **DDSL:** Mrs Amy Woolner, Mr Ed Corleys, Mrs Kirsten Bilby, Mrs Donna Onigbanjo

3.18 The local authority local offer

Our local authority's local offer is published here

[About Peterborough's local offer - Peterborough County Council](#)

4.0 Monitoring arrangements

This information report will be reviewed by the SENDCO and Head teacher every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Board

5.00 Links with other policies and documents

This document links to our policies on:

- [Equality](#)
- [Data Protection Policy](#)
- Accessibility Plan
- [Data retention](#)
- [SEND Policy](#)
- [Safeguarding & Child Protection Policy](#)

APPENDIX 1 - WAVES OF INTERVENTION

Wave 1.

- Leighton believes that most SEND can be supported in the classroom by the class teachers' quality first teaching and through their knowledge and the quality of their differentiation strategies, assessed and monitored in line with their peer group.

Wave 2

- Where the pupil struggles to make progress, despite quality first teaching further investigation is needed to put effective provision in place.
- A four-part cycle is initiated in order to explore fully the child's needs to progress (Assess Plan Do Review - APDR).
- The APDR can be developed by and in collaboration with a range of staff including the class teacher, Phase leader, SENDCO and Support staff

i. Assess

The child's needs will be explored to form a picture of the current position. External Agencies may be asked to support the collection of information. Parents and children will be asked for their views.

ii. Plan

The SENDCO and classroom staff will use their knowledge of the child to develop a Joint Learning Plan (JLP) including strategies for parents/carers and teachers to support the child in making progress. Targets will be set and reviewed. The plan will be formalised and agreed in consultation with parents/carers.

iii. Do

Classroom staff and other school staff work together to implement the actions and activities set out in the plan.

iv. Review

The effectiveness of the programme and progress made will be reviewed and evaluated with school staff, the parent and child. Attendance data is also taken into consideration. This information is collated, celebrated and considered and informs the next steps.

Wave 3

- The outcomes of Wave 2 are evaluated in collaboration with school staff, parents and the child.

Where it is deemed that:

- i. The child has made sufficient progress, the cycle reverts to Wave 1,
- ii. There continue to be concerns requiring more focused investigation or support. Specialists may be contacted at this point eg: Educational Psychologists, Child and Mental Health Service (CAMHS), speech and language therapist-multi sensory needs, or visually/hearing impaired.
- iii. The child has not made sufficient progress despite best endeavours, adjustments and implementation of actions then Leighton or parents/carers can make a referral for an EHC Plan assessment.

Wave 4

- Children identified to be working at Wave 4 all have an EHCP.
- The SENDCo holds responsibility for ensuring appropriate provisions are in place and support is provided to meet the child's needs.
 - i. Leighton will monitor and review the progress made by the child each term holding an Annual Review meeting including the parent, child, a representative from the school, a Local Authority SEN officer, a health representative and Local Authority Social Care representative, where they are involved with the child.
 - ii. Two weeks' notice will be given and information circulated on the progress made against outcomes will be discussed and new agreed where appropriate
 - iii. The Academy will send out a report of the meeting to everyone invited within two weeks of the meeting including any recommendations and amendments required to the EHC Plan
 - iv. Within four weeks of the meeting the Local Authority will decide whether it will keep the plan as is, amend the plan, or cease to maintain the plan. They will notify the family, school or other institutions that attended the meeting of their decision.
 - v. The Local Authority will notify the parents/carers of their right to appeal, the time limits and the requirements for them to consider mediation including support
 - vi. Child in Care - It is important that the annual review of any EHC Plan of a child who also has a Personal Education Plan coincides. The school must work closely with other relevant professionals including the Virtual Schools Head and social worker to decide any review of educational provisions for the child.
- The Waves of provision are a fluid process built on a cycle of interventions.
- A child moving into Wave 2 for assessment and planning may return to Wave 1 if the difficulties faced in accessing learning and making progress can be met with updated training, guidance and adaptation in the classroom through Quality First Teaching.
- Those needing more specific interventions moving to Wave 2 may undertake a targeted intervention of 6 weeks in length and return to Wave 1. Alternatively, the needs identified

through the Wave 2 assessment process may be such that Wave 3 interventions, which include referrals to external agencies or similar, need to be sustained and progress may be slow or difficult to identify.

- An application may be started at this point, after at least two cycles of the APDR process with parental support for an EHC Plan.
- Children that exhibit persistent disruptive or withdrawn behaviours, where ongoing concerns exist that are not resolved through quality first teaching strategies should be raised through the pastoral team or SENDCO. Where it is thought domestic circumstances may be contributing to the behaviour seen, evidence should be collated by those working directly with the child and discussed with the pastoral team. This may then be used to initiate an Early Help Assessment to be explored for accessing support.