SEND Information Report

2026-2027

"Let your light shine"

(Matthew 5:16)

Living and learning together in the light of God

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'. Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEND policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer. In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEND.

At Lady Elizabeth Hastings CE Primary School, we ensure that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of the individual child's potential.

This should enable them to:

• achieve their best

• become confident individuals living fulfilling lives, and

• make a successful transition into adulthood, whether into employment, further or higher education or training

Main contacts:

Headteacher: Mrs Katie Barnett
SENDCo: Rachel Mackay
Associate SENCo: Mrs Abby Hope

They can all be contact through the school office: 01937 842566 or office@thorparch-leh.co.uk

Our local authority's local offer is published here: https://www.leedslocaloffer.org.uk/

The government guide to SEND for parents: https://www.gov.uk/government/publications/send-guide-for-parents-and-carers

Our SEND policy is available in the policies section of our school website. Paper copies are available on request via the school office. Translation services or other adjustments such as large print copies are also available on request to the school office

What types of SEND does Lady Elizabeth Hastings CE Primary School support?

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

- Communication and interaction, for example, autistic spectrum disorders, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

How do we identify pupils with SEND and assess their needs?

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:

- Is significantly below 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
- The attainment gap begins or continues to widen.

This may include progress in areas other than attainment, for example, social needs.

Delayed progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Every learner has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents/carers. Children who are not making expected progress are monitored and interventions or additional support or resources are allocated depending on need.

We will use the full range of external agencies that are available to support schools, such as: speech and language therapy service, Autism Team, Educational Psychology Service, SENIT and many more.

The SENDCo, staff and the Senior Leadership Team work hard to ensure pupils with social, emotional and mental health difficulties are supported, as well as meeting any learning needs.
If appropriate, the school will support in the statutory assessment process and work towards developing an Education Health Care Plan if required.

How do we involve parents/carers and pupils?

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

- Everyone develops a good understanding of the pupil's 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 can be given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support. Parent and pupil voice is obtained when developing an Individual Provision Map (IPM). An IPM is a current working document which highlights the provision in place for that child at that given time at a universal, targeted and individual level.

What do I do if I think my child or young person may have special educational needs?

The first point of contact should be the class teacher to arrange a meeting to discuss any concerns you may have. The SENDCo may also attend this meeting. At the end of this meeting, a plan of action will be created which may involve continued observation and monitoring of progress but may also include referrals to external agencies, all of whom are mentioned later in this report.

How do we assess and review pupils' progress towards outcomes?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. 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
- The pupil's own views
- Advice from external support services.
- These assessments 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 pupil's progress.

Strategies to support, and identified successes, will be included on IPMs, which will be reviewed regularly. In addition to this, class teachers meet with Senior Leaders after each assessment checkpoint to evaluate the success of strategies and interventions used and plan for how to move forward. These are called 'pupil progress meetings.'

How will I know how well my child or young person is doing and how will you help me support my child's learning?

IPMs are regularly reviewed on a termly basis. They are discussed with parents at Parents' Evenings with an extended slot being given. This is an opportunity to discuss the pupil's progress. A SEND Review Form is completed during these meetings, which gives an opportunity for staff, children and parents to express what they feel is working well and where the next steps are. Additional meetings can be arranged if either parents or the class teacher feel it is necessary. If any parents request additional support, options such as the EPOSS cluster, NHS Mindmate or additional parenting services can be discussed.

How do we support transition?

We will consult with parents/carers and previous settings about any SEND provision required. The Year 6 class teacher and the SENDCo liaise closely with all secondary schools to ensure that appropriate provision is put in place in Year 7 – including the sharing of information and additional transition arrangements. We ensure that all records are passed on as soon as possible.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. In line with the 2014 SEND Code of Practice, the school promotes high-quality teaching in classes. All teachers are teachers of children with special educational needs and/or disabilities.

Pupils with additional needs are supported in a variety of ways including: adapted activities tailored to their needs, activities planned from the child's interests, support from the class teacher or teaching assistant, the use of specialist equipment, small group or individual interventions to achieve specific outcomes, adapting the environment, use of visual prompts, reduced visual/auditory stimulation, use of sensory spaces, safe spaces, movement breaks and use of equipment to support physical disabilities.

How do we adapt the curriculum and the learning environment?

We make the following adaptations 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, additional resources etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Provision is made during lunchtimes for pupils who find it difficult to spend that time outside or in busy places.

- Quiet spaces and our sensory area are used for some children with SEMH needs, sensory needs, autism or other needs which mean the classroom environment can be over-stimulating at times.
- We operate regular sensory circuits and have a sensory pathway to ensure that children are able to focus during learning times.
- We have considered the classroom environment so all displays are on neutral backgrounds to avoid visual noise and classrooms are calm and uncluttered.

Expertise and training of staff

All staff at LEH are committed to providing high quality teaching where all children can thrive. We have a team of dedicated teachers and teaching assistants. Many of our teaching assistants are trained to deliver a range of SEND provision. We regularly carry out audits to identify any areas that we can further develop.

Staff have been trained in:

- Time To Talk
- Colourful Semantics
- Pre-teaching vocabulary
- Dyslexia strategies- IDL
- Lego Therapy
- Supporting children with SEMH
- Sensory Circuits
- Intensive Interaction
- STARS Tier 2 Autism Practices
- NHS MindMate
- Behaviour as a Communication
- De-escalation training via Team Teach
- TACPAC

How do we evaluate the effectiveness of SEND provision?

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

- Reviewing pupils' individual progress towards their outcomes each term
- Reviewing the impact of interventions through baseline and interim assessments
- Using pupil questionnaires
- Monitoring by the SENDCo
- Regular 'book looks' and SEND Learning Walks
- Holding annual reviews for pupils with Education, Health and Care Plans (EHCPs)
- Termly meetings between the SENDCo and SEND Governor

How do we enable pupils with SEND to engage in activities available to those in the school who do not have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residentials and other off-site visits. Additional support and arrangements would be made to facilitate this.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
No pupil is ever excluded from taking part in these activities because of their SEND or disability.
We have disabled access to all areas of school with ramps and are also able to help children with mobility and sight difficulties. We have an accessible toilet for children with a higher degree of need.

When a disabled child is being admitted to school, meetings are held with parents, previous settings and outside agencies to identify any training needs, adaptations to the school environment and equipment required. If we need to employ a member of staff to be on a 1:1 basis, as specified in an EHCP, we will identify this prior to them starting and seek to obtain appropriate funding through the EHCP review process. A risk assessment is completed to identify any risks.

We would then work with outside agencies to fully support a child with any disability to access school, including purchasing or hiring equipment to enable them to access their environment. Our policies include equalities and protected characteristics. Anti-bulling policies and SEND policy support inclusion for all and ensuring that no child is being treated less favourably than any other.

How do we provide support for 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 all aspects of school life.
- Pupils with SEND are also encouraged to be play leaders and have other jobs around school to promote teamwork/building friendships etc.
- Teaching assistants and the SENDCo have been trained to deliver emotional literacy and well-being sessions.

- We have a robust PHSE curriculum and circle time sessions.
- We have access to NHS Mindmate professionals to advise us on the development of our wellbeing programmes.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting the needs of SEND children and supporting their families?

- When discussing and evaluating provision for a child, we involve external agencies who are the most appropriate sector in each child's individual case. This will always be with the parent, carer or guardian's consent. We call this using a multi-agency approach to supporting the child and their family.
- We invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is responsible for liaising with the following:
- Educational Psychology Service (through the request for assessment for an EHCP)
- Area Inclusion Partnership (AIP) – supports school and children with behavioural needs including outreach and short-term intervention places
- Social Services
- Speech and Language Service
- STARS team - support for Autism
- Specialist Outreach Services
- SENIT – Special Educational Needs Inclusion Team (Leeds)
- CAMHS – Child and Adolescent Mental Health Services
- Visual and Hearing team
- Physiotherapists
- Cluster (EPOSS)
- Leeds Children's Safeguarding Team
- Social Workers

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

How are the school's resources/funding allocated and matched to children's needs?

Every child is allocated a set amount from the government each year. In addition to this, every school is given a set amount to put towards supporting SEND needs within the setting. The amount given to each school is determined by the annual census and how many children are already in receipt of individual funding. Some children have additional individual funding which is reflective of their need. Any new funding requests have to be attached to an EHCP. The use of this funding is regularly reviewed to ensure it is having the best possible impact.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school.

We have a zero-tolerance approach to bullying and policies to support this.

Complaints about SEND provision in our school should be made to the class teacher, SENDCo or the headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal 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

Our contribution to the local offer is:

Lady Elizabeth Hastings CE Primary School has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. We have high expectations of all our children and put support in place at the earliest possible stage where needed.

All SEND provision is overseen and is co-ordinated by the Special Educational Needs Co-ordinator (SENCo). The SENCo monitors, reviews and evaluates all SEND provision on a regular basis throughout the year. The SENCo reports to the school governing body on how individual needs are being met and how SEND funding is being spent e.g. On specialist staffing and resources.

All our children are treated as individuals and our staff plan an appropriately differentiated curriculum for children with additional needs to ensure high quality teaching and learning with effective support. Individual Provision Maps (IPMs) and Education and Health Care Plans (EHCPs) are put in place and reviewed on a regular basis and adjusted so that children's constantly changing needs are addressed. These plans are designed in conjunction with parents / carers and teaching staff so that each plan can be tailored to children's individual needs. Interventions are reviewed and monitored and regular assessments are made to ensure that children are on track and inform next steps.

Children are involved in the review of their progress alongside teachers and support staff. Parents are vital partners in the child's journey through school and are invited to attend review meetings of their child's progress twice a year or more often if needed and encouraged to engage in supporting learning in different ways.

An appropriate and accessible learning environment is provided within the schools means and confines of the building and adapted where possible with additional funding if available. All areas are accessible using ramps where wheelchairs are required.

Staff in school are trained, and have worked alongside other professionals, to develop their skills, knowledge and expertise in specific areas of SEND e.g. speech and language, dyslexia and autism.

Support is sought from other agencies where necessary in order to maximise learning potential e.g. Speech and Language service, Occupational Health service, Childhood and Mental Health Service (CAMHS), Mindmate, local authority services e.g. school improvement, educational psychologists; cluster services e.g. behaviour support, family outreach etc. are all used.

More information:

Lady Elizabeth Hastings CE Primary School welcomes enquiries from parents to discuss their children's needs so that an informed decision can be made regarding the best setting for their children's education. The school's policies, are available on our website, and reflect the school's commitment to inclusion, safety and well-being of children.