



Education
Partnership
Trust

Creating outstanding schools
which transform learning, lives
and communities

SEND INFORMATION REPORT



Document Control

This document has been approved for operation within:	All Trust Establishments
Date effective from	September 2024
Date next review due by	September 2025
Review period	Annually

CONTENTS

1.0	What types of SEN does the school provide for?	4
2.0	Which staff will support my child and what training have they had?	5
3.0	What should I do if I think my child has SEN?	6
4.0	How will the school know if my child needs SEN support?.....	6
5.0	How will the school measure my child’s progress?	7
6.0	How will I be involved in decisions made about my child’s education?	8
7.0	How will my child be involved in decisions made about their education?	8
8.0	How will the school adapt its teaching for my child?	9
9.0	How will the school evaluate whether the support in place is helping my child?	10
10.0	How will the school resources be secured for my child?	10
11.0	How will the school make sure my child is included in activities alongside pupils who don’t have SEND?	11
12.0	How does the school make sure the admissions process is fair for pupils with SEN or a disability?	11
13.0	How does the school support pupils with disabilities?	11
14.0	How will the school support my child’s mental health and emotional and social development?	11
15.0	What support will be available for my child as they transition between classes or setting or in preparing for adulthood?	12
16.0	What support is in place for looked-after and previously looked-after children with SEN?	13
17.0	What should I do if I have a complaint about my child’s SEN Support?	13
18.0	What support is available for me and my family?	13
19.0	Glossary	14

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website [\[insert a link here\]](#).

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1.0 What types of SEN does the school provide for?

Explain the types of needs your school can meet here. Please note, the below are suggestions only.

Our school provides for pupils with the following needs:

Delete/amend as appropriate:

Area of need	
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment



2.0 Which staff will support my child and what training have they had?

Use this space to introduce parents to your SEN / inclusion team. It might be nice to include photos, and a little bio.

Describe the expertise of the staff and your school's approach to training. Please note, the below are suggestions only.

Our special educational needs co-ordinator, or SENCO

Delete or adapt this section as appropriate.

Our SENCO is [name].

They have [number of years'] experience in this role and have worked as [add relevant experience]. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in ____ / They are working towards achieving the National Award in Special Educational Needs Co-ordination.

[Add any relevant further training.]

They are allocated [number of days/hours] a week to manage SEN provision.

Assistant SENCO

Our assistant SENCO is [name].

They have [number of years'] experience in this role and have also worked as [add relevant experience].

They have undergone [insert type] training.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Outline any external training your staff have done.

Teaching assistants (TAs)

We have a team of [number of] TAs, including [number of] higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have [number of] teaching assistants who are trained to deliver interventions such as [names of additional interventions].

In the last academic year, TAs have been trained in [names of interventions].

External agencies and experts

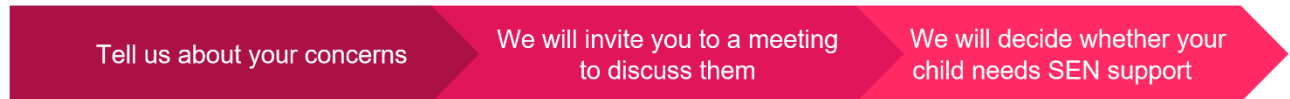
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

Adapt this list to reflect the professionals and organisations you collaborate with in your school

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3.0 What should I do if I think my child has SEN?

Explain your school’s approach here. Insert details about how parents can tell you that they think their child might need SEN support. Insert at what stages the pupil will be involved.



If you think your child might have SEN, the first person you should tell is your child’s teacher.

Explain how parents can get in touch with their child’s teacher here.

They will pass the message on to our SENCO, [insert name here], who will be in touch to discuss your concerns.

You can also contact the SENCO directly. [Insert SENCO’s contact details here]

We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what’s been discussed and add this to your child’s record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school’s SEND register.

4.0 How will the school know if my child needs SEN support?

Explain your school’s approach here. Insert details about how your school identifies pupils with SEN. Please note, the below are suggestions only.

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and socially to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

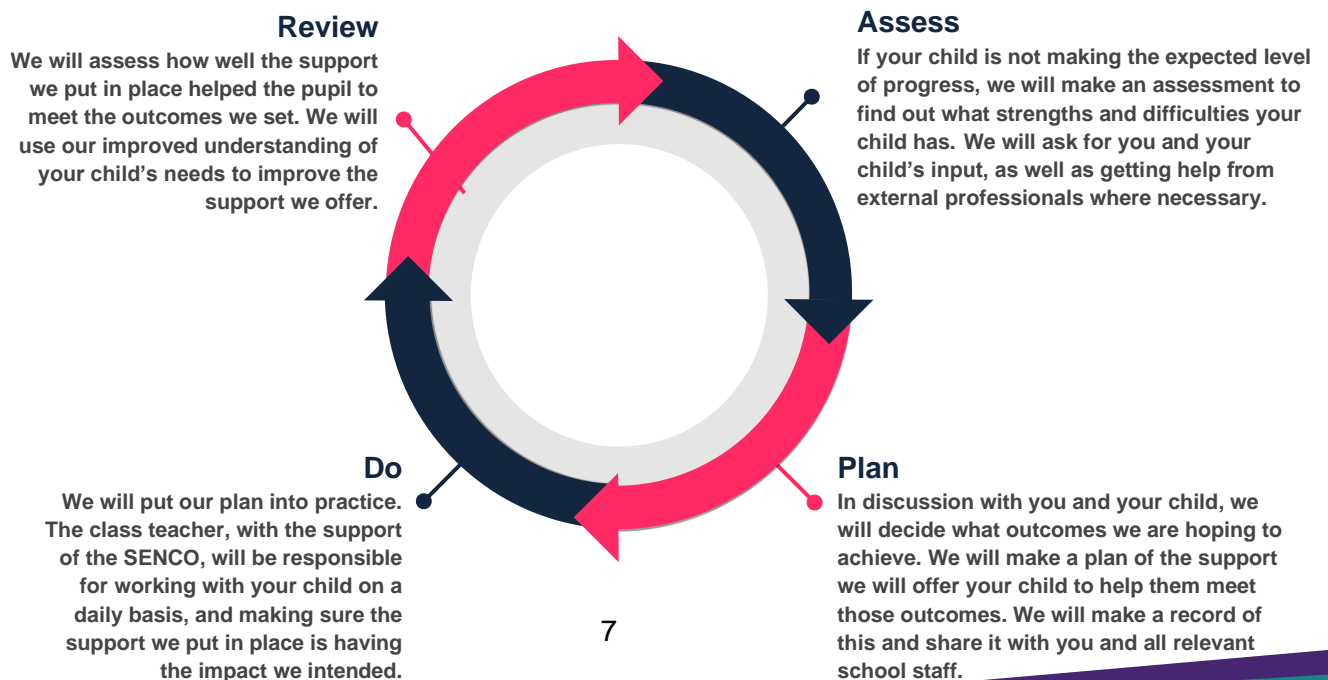
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5.0 How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6.0 How will I be involved in decisions made about my child's education?

We will provide **half-termly/termly/annual reports** on your child's progress **[annually at a minimum]**.

Your **child's class/form teacher/key worker/SENCO** will meet you **[insert frequency here – at a minimum 3 times a year]**, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact **<INSERT>**

7.0 How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

- We may seek your child's views by asking them to:
- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8.0 How will the school adapt its teaching for my child?

Explain your school's approach here. Describe your approach to adapting teaching, the curriculum and the learning environment. Please note, the below are suggestions only.

Your child's teacher/s is/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 your child's needs. We will make sure that your child has access to an ambitious, broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best and to fill any gaps that are identified in your child's learning. There is no '1 size fits all' approach to adapting the delivery of the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

Adapt this list to suit your school's approach

- Adapting the delivery of our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or activities set in the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when [add details here]
- Teaching assistants will support pupils in small groups when [add details here]
- The school's accessibility plan can be found here <INSERT LINK>
- We may also provide the following interventions:
- Insert list of interventions provided at your school

AREA OF NEED		HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope
	Moderate learning difficulties	

	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	
	Physical impairment	

9.0 How will the school evaluate whether the support in place is helping my child?

Explain your school’s approach here. Describe how your school evaluates the effectiveness of the provision for pupils with SEN. Please note, the below are suggestions only.

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after [number of] weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10.0 How will the school resources be secured for my child?

Explain your school’s approach here. Describe your funding arrangements and the process for securing staffing time, equipment and facilities to support pupils with SEND.

It may be that your child’s needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that’s the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If additional funding is needed, we will seek it from our local authority.

11.0 How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Explain your school's approach here. Describe how you make sure there are no barriers to your pupils with SEND enjoying the same activities as other pupils in your school, including physical activities. Please note, the below are suggestions only.

- 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 school trips, including our residential trip(s) to [name of educational visit].
- All pupils are encouraged to take part in [sports day/school plays/special workshops – edit as appropriate].
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12.0 How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Explain your school's approach to admissions for prospective pupils with SEN or a disability, i.e.

- Your arrangements for the admission of prospective pupils with a disability and prospective pupils with SEN
- How you make sure that all prospective pupils whose EHC plan names the school will be admitted before any other places are allocated
- An explanation of how your oversubscription criteria avoid unfairly disadvantaging prospective pupils with a disability or special educational needs

13.0 How does the school support pupils with disabilities?

Add information here about how you support pupils with disabilities. Include information about:

The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils

The facilities you provide to help disabled pupils access your school, including the provision of auxiliary aids and services

How to find your school's accessibility plan.

14.0 How will the school support my child's mental health and emotional and social development?

Explain your school's approach here. Include any extra pastoral support arrangements for listening to the views of pupils with SEN and what measures you have in place to prevent bullying. Please note, the below are suggestions only.

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of [name of] club to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by [insert your provision]
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

15.0 What support will be available for my child as they transition between classes or setting or in preparing for adulthood?

Insert your approach for pupils moving between years, schools, phases, and onto adulthood

Insert the ways your school prepares pupils for each transition. Please note, the below are suggestions only.

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- INSERT any other arrangements you have in place

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

INSERT additional measures e.g. We set up new pupils with a buddy from the year above to help them get settled in and make friends.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16.0 What support is in place for looked-after and previously looked-after children with SEN?

Insert name, contact details (and photograph, if the staff member agrees) of the designated teacher for looked-after children and previously looked-after children here. If this person is your SENCO, amend the below accordingly.

[Insert name of designated teacher] will work with [insert name of SENCO], our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17.0 What should I do if I have a complaint about my child's SEN Support?

Link off to your school's complaints procedure.

Complaints about SEN provision in our school should be made to the [class teacher/SENCO/headteacher] in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

18.0 What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's [insert the name or names of local authorities in your catchment area] local offer. [Insert name of local authority/ies] publishes information about the local offer on their website:

Link off to the local offers of all the local authorities in your catchment area.

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Link off to all [local SENDIASS organisations](#) in your catchment area.

Local charities that offer information and support to families of children with SEND are:

Link off to any local charities supporting families of pupils with SEND, including contact details.

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19.0 Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil’s EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil’s needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages