

Special Educational Needs (SEN) Information Report

North Leigh CE Primary School



Valuing Everyone in our school, in our community, in our world.

This policy was reviewed in November 2025.

The policy must be reviewed and updated at least every 12 months.

All children are provided with equal access to the curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

The impact of this policy on staff workload has been considered.

Signed

Ben McPherson
Headteacher

Sophie Warner
Chair of Governors

Emma Cuthbertson
SendCo

Date

24 November 2025

Contents

1. What types of SEND does the school provide for?	3
2. Which staff will support my child and what training have they had?.....	3
3. What should I do if I think my child has SEND?	4
4. How will the school know if my child needs SEND support?.....	5
5. How will the school measure my child's progress?	6
6. How will I be involved in decisions made about my child's education?	6
7. How will my child be involved in decisions made about their education?	7
8. How will the school adapt its teaching for my child?	7
9. How will the school evaluate whether the support in place is helping my child?	8
10. How will the school resources be secured for my child?	9
11. How will the school make sure my child is included in activities alongside pupils who do not have SEND?	9
12. How does the school make sure the admissions process is fair for pupils with SEND or a disability?	9
13. How does the school support pupils with disabilities?	9
14. How will the school support my child's mental health and emotional and social development?	9
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	10
16. What support is in place for looked-after and previously looked-after children with SEND?	11
17. What should I do if I have a complaint about my child's SEND support?	11
18. What support is available for me and my family?	12
19. Glossary.....	13

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, please read our SEND Policy, which can be found on our school website.

If there are any terms used in this Information Report that you are unsure of, you can look them up in the Glossary at the end of this report.

1. What types of SEND does the school provide for?

North Leigh is an inclusive mainstream school. We fully comply with the requirements outlined in the Special Needs Code of Practice (2014). Staff have training and experience to be able to meet the needs of learners who may have difficulties with:

- Cognition and learning
- Speech, language, communication and interaction
- Social, emotional and mental health
- Sensory and/or physical needs

Children on our current Special Educational Needs and/or Disabilities (SEND) Register have needs in some or all of the four areas listed above. We will always make reasonable adjustments to our practices in order to comply with the Equality Act of 2010 (e.g. providing an additional adult to accompany a child on an out of school visit.)

2. Which staff will support my child, and what training have they had?

We ensure that the teachers and teaching partners have the skills needed to teach the range of SEND in their class through teacher training and professional development using in school and external professional development.

Where more specific intervention is required, staff are trained to deliver evidence-based interventions to support children in reading, writing and maths. Additional programmes recommended by external agencies are also in place to support areas of challenge, e.g. social skills, handwriting and fine motor, emotional literacy.

This year, whole school training has been delivered on the Zones of Regulation, Team Teach and PACE. The teaching team have had additional training on the SEND Policy, Pupil Independence and support on delivering high quality SEND reviews.

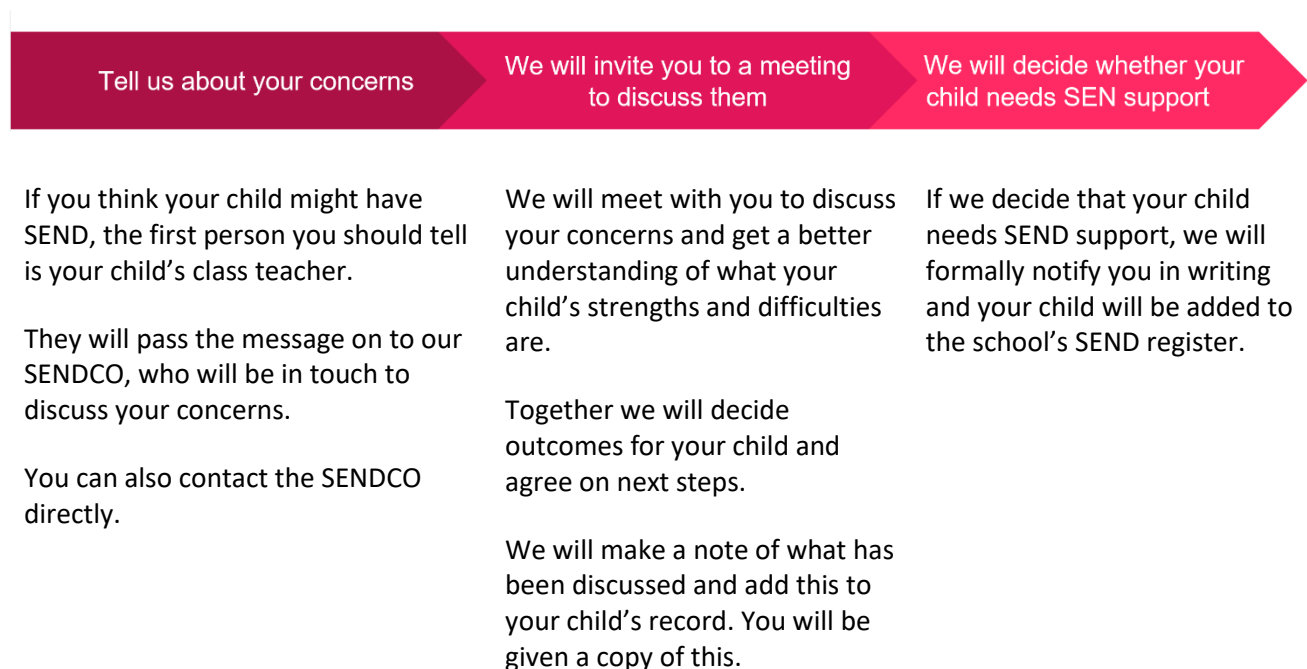
Our school's Special Educational Needs Coordinator (SENDCO) took on the role in September 2023 and completed the National Accreditation for the role in August 2025.

In addition to using our staff expertise, we work closely with a range of outside agencies from education, health and social services, to support a wide range of special educational needs. Below is a list of professionals and organisations we collaborate with in our school:

- Speech and language therapists
- Communication and Interaction Team
- Complex Needs Team
- 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. What should I do if I think my child has SEND?

If you think that your child may have SEND, please book a meeting with the Class Teacher in the first instance to discuss your concerns.



4. How will the school know if my child needs SEND support?

All class teachers are aware of SEND and regularly assess pupils to ensure early identification of any significant barriers to learning and social and emotional needs.

If the class teacher notices that your child is falling behind, they will look for gaps in their learning and give additional support in or out of class to fill this gap. Pupils who do not have SEND usually make progress quickly once the gap in their learning has been filled.

If after receiving additional support, your child is still struggling to make the expected progress, the class teacher will talk to the SENDCO.

The SENDCO may observe your child in the classroom and in the playground to identify their strengths and difficulties. They will have discussions with their class 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 SENDCO or class teacher will ask for your opinion and obtain input from your child. 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 SENDCO will decide whether your child needs SEND support. Parents will be notified of the decision.

If your child does need SEND support, their name will be added to the school's SEND Register, and the class teacher will work with you to create a Single Page Profile and Support Plan.

5. How will the school measure my child's progress?

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

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



As part of the planning stage of the graduated approach, we will set outcomes that we would like your child to achieve. These outcomes will be based around barriers to learning that your child might face. Teachers will plan support through either class support or intervention out of class to enable your child to reach these outcomes.

Before an intervention begins, if deemed appropriate, your child will be assessed; this is known as a 'baseline assessment'. We do this to enable us to see the impact that the intervention has made on your child's progress.

Over time, we will track your child's progress towards the set outcomes 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 SEND support. For some children, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide three Pupil Review meetings throughout the year to discuss your child's progress; this will be in addition to any parent meetings held. This is called a SEND review.

As part of this SEND review, your child's class teacher will meet you 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 SENDCO may also attend these meetings to provide extra support.

We know that you are the expert when it comes to your child's needs and aspirations. Therefore, we will ensure that you have a full understanding of how we are trying to meet your child's needs, to enable you to provide insight into what you think would work best for your child.

We would also like to hear from you as much as possible to help us to build a better picture of how the SEND support we are providing in school is impacting your child outside of school.

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

After any discussion, we will make a record of 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 between these review meetings you have concerns, please contact your child's class teacher.

7. 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 all children are different and with parent input, review each child individually.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey.

8. How will the school adapt its teaching for my child?

Support in school can take different forms such as class teachers making reasonable adjustments or small group work with the class teacher/teaching partner. The class teacher will also incorporate a range of tools to support learning, where needed, such as additional resources, access to IT or supporting the use of auxiliary aids.

Every teacher is a teacher of SEND. We believe that all children have the right to a broad and balanced curriculum. High quality teaching, differentiated/adapted for individual pupils, is always the first step in responding to pupils who have SEND. All staff members are committed to creating an inclusive learning environment believing this to be the key to ensuring children with SEND and/or disabilities are making good progress and eliminating underachievement.

Every child, including those with SEND, is an individual and is treated as such. Support and intervention for children on the SEND Register is planned to meet their individual needs. We take a holistic view to supporting children with SEND, encouraging participation in the wider school curriculum.

We work alongside other agencies to provide support for those children whose needs require multiagency partnerships. Sometimes, these professionals may suggest additional resources or strategies that the school can use to support your child.

Adaptations may include:

- Differentiating our curriculum to ensure to all pupils, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger font.
- Teaching partners will support pupils on a 1-to-1 basis or in small groups as required but will always support your child through strategies that build on increasing their independence
- Access to additional intervention targeted to support your child's needs.

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

The Headteacher, SENDCO and the Leadership Team regularly monitor and evaluate the quality of provision for all pupils. The SEND Governor meets the SENDCO termly and visits the school regularly to ensure that the school is following the SEND Policy. The impact of SEND provision on the progress and outcomes for children on the SEND Register is measured through:

- Termly review of progress towards their goals
- Analysis of pupil tracking data
- Monitoring of progression through intervention groups
- Using pupil questionnaires, monitoring work or pupil interviews
- Monitoring by the SENDCO or Leadership Team (observations of teaching and learning, monitoring books, pupil and staff voice)
- Holding an annual review (if your child has an Education, Health and Care (EHC) Plan).

10. How will school resources be secured for my child?

When needed and after consultation and support from appropriate outside agency professional services, additional equipment and/or facilities may be sourced for your child. These resources will be dependent upon the needs of your child and the school will endeavor to remove any physical barrier to learning and gather equipment necessary to support access to the school and education. These resources could include noise cancelling headphones, writing slopes, pencil grip adaptations, use of ICT, reading frames.

Additional funding or an Education and Health Care (EHC) Plan will be sought if spending to meet the need of the child exceeds the SEND allocated budget. The School Business Manager, Governors and the school's SENDCO closely monitor the budget for SEND provision to ensure the best use of resources.

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

We are committed to giving all children every opportunity to achieve their potential and develop as well-rounded individuals. We have a whole school approach to inclusion which supports all learners to engage in activities together. Any barriers to learning or engagement in the wider curriculum are reviewed in order to overcome them. We will make reasonable adjustments to ensure that all learners can join in with activities regardless of their needs. The Headteacher monitors attendance at after school clubs and pupils with SEND are actively encouraged to participate in extracurricular activities.

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

In accordance with the Code of Practice, our school Admissions Policy requires children and young people with SEND to be treated fairly. No pupil will be refused admission to school on the basis of his or her special educational need. In line with legislation, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with the ODST admissions arrangements and Policy.

This is outlined further in the SEND Policy and Admissions Policy.

13. How does the school support pupils with disabilities?

The school will ensure that pupils with disabilities have full access to the curriculum and the school building and environment. We will ensure that steps are taken to prevent disabled pupils from being treated less favourably than other pupils. This will include meetings with relevant outside agency professionals and discussions with the child and their parents/carers.

Necessary additional resources and equipment such as auxiliary aids and services will be sought. This is further referred to in the school's Accessibility Plan which can be found on the school website.

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

The wellbeing of children is at the heart of everything we do. All staff have received child mental health training and are aware of the signs and symptoms to be aware of and what to do to help a child they feel may be in need of mental health support.

The school Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and adhered to by all staff. We have a zero-tolerance approach to bullying (Behaviour Policy/Anti-Bullying Policy) in school and will address the causes of bullying as well as negative behaviours.

Teaching Partners work with children who require support with their social, emotional and mental health with a focus on intervention. They work closely with class teachers and the Leadership Team to offer additional support for children in class and intervention and links directly with parents and carers.

Additional support is available to those who need support with their social, emotional or mental health via:

- Emotional literacy intervention (ELSA)
- Schools Mental Health Team
- Friendship groups
- Social groups
- Break and lunchtime support
- Wellbeing check-ins and reflective journaling.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND to prepare for a new school year we:

- Schedule meetings with their new teacher during the summer term
- Provide opportunities for the child to see their new environment; they may take home a photograph or plan of their new classroom
- Some children will be provided with a transition book to ensure smooth transition
- The final SEND review of the year will focus on transition.

Between schools

When your child is moving to a new school, we will ask you and your child what information you wish for us to share with the new setting. The SENDCO will ensure that all SEND paperwork is shared securely and swiftly and that there is a sufficient handover. Many of the strategies used to support between year transitions (detailed above) may also apply for between school transition. Where possible, the two schools will work together to organise visits and information sharing.

Between phases

The SENDCO of the receiving school will meet our SENDCO and/or the class teacher. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition to secondary school by:

- Attending transition days
- Extra transition days organised as needed
- Learning how to organise themselves independently
- Plugging any gaps in knowledge.

16. What support is in place for Children We Care For (children looked after by the Local Authority) and previously looked-after children with SEND?

We have a named Designated Teacher for Children We Care For (CWCF), Looked-After Children by the Local Authority and Previously Looked-After Children. This teacher is responsible for linking with carers and the Local Authority to make sure that the child has what they need to be successful. They will ensure that all teachers understand how a pupil's circumstances and their SEND might interact and what the implications are for teaching and learning.

CWCF will be supported in the same way as any other child who has SEND. However, Looked-After Children will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEND support plans or EHC Plans are consistent and complement each another.

17. What should I do if I have a complaint about my child's SEND support?

If you are unhappy about the SEND provision your child is receiving, you should speak to their class teacher in the first instance. A meeting may then be arranged with the SENDCO. If the situation is not resolved, you can request a meeting with the Headteacher.

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. For further guidance, please see the school Complaints Policy which is available on the school website.

If you feel that the school has 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>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes of Disagreement Resolution or Mediation, where you attempt to resolve your disagreement before the tribunal.

18. What support is available for me and my family?

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

To see what support is available to you locally, please have a look at the Oxfordshire County Council local offer: [Special educational needs and disability: The local offer | Oxfordshire County Council](#)

The local Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) Oxfordshire works within the bounds of the SEND legislation, guidance and quality standards to ensure it provides impartial information, advice and support to parents and carers of children with SEND and children and young people themselves through the CHYPSS (Children and Young People's Partnership Service) element of SENDIASS. It promotes partnership between parent and carers, children, Education and Families Services, schools and other agencies. Information can be found here: [SENDIASS Oxfordshire | Information, advice & support in Oxfordshire \(sendiass-oxfordshire.org.uk\)](#)

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. 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 may 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** – this needs assessment is the first step in securing an EHC Plan. The Local Authority will carry out 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 into place to meet these needs
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the Local Authority 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 SEND 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 SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets do not 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
- **SENDCO** – 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
- **SEND Information Report** – a report that schools must publish on their website, explaining how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages