



SPRING LANE
PRIMARY SCHOOL

Easy Read Special Educational Needs & Disabilities (SEND) INFORMATION REPORT



CAMPFIRE
EDUCATION
T R U S T

Reviewed by:	Full Trust Board
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Approved and adopted by:	LGB
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1. What types of SEND do we support at school?

We support children with a wide range of needs, grouped into four main areas:

- **Communication and Interaction:** Autism, speech and language difficulties.
- **Cognition and Learning:** Dyslexia, dyspraxia, dyscalculia, moderate and severe learning difficulties.
- **Social, Emotional and Mental Health:** ADHD, ADD, anxiety, and other mental health concerns.
- **Sensory and/or Physical:** Hearing, visual, multi-sensory impairments, physical difficulties.

Children may have needs across more than one area, and these can change over time. We use research-based strategies tailored to each child's needs.

2. Who supports my child and what training do they have?

- **SENDCo – Trisha Patel:** Oversees SEND provision, plans interventions, monitors progress, and liaises with staff, parents, and external agencies. She is a Specialist Dyslexia Teacher and trained in assessment and evidence-based practice.
- **Assistant SENDCo – Kirstie Hill:** Supports SENDCo in all areas, with experience in ASD, speech, language, and SEMH needs. Trained in PECS, Attention Autism, TEACCH, and communication strategies.
- **Class Teachers:** Receive in-house and external training to meet SEND needs, including Zones of Regulation, sensory strategies, and language support.
- **Teaching Assistants:** 23 TAs, including 2 SEND-trained TAs, deliver research-based interventions.
- **External professionals:** Speech and language therapists, educational psychologists, occupational therapists, mental health teams, social services, and other specialists.

3. What should I do if I think my child has SEND?

- Contact your child's class teacher via the school office.
- You can also contact the SENDCo directly.
- We will meet with you to discuss your child's strengths and difficulties and plan next steps.
- If SEN support is needed, your child will be added to the SEND register.

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

- We assess all children when they start school.
- Teachers monitor progress and identify learning gaps.
- If needed, a referral is made to the SEND team.
- The SENDCo observes your child, talks to staff, and may consult external professionals.
- Decisions take into account your child's needs, language background, and age.

5. How will my child's progress be measured?

- We use the Assess–Plan–Do–Review cycle (Personalised Learning Plan – PLP).
- Baseline assessments before interventions, then progress tracked termly.
- Reviews involve parents, teachers, and SENDCo.
- Children with EHCPs have regular reviews and an annual review.

6. How will I be involved?

- Termly meetings to set outcomes, review progress, and plan support.

- Opportunities to share your views and insights.
- Records of decisions and actions are shared with you.

7. How will my child be involved?

- Depending on age and ability, children may attend meetings, complete surveys, or share their views via drawings or presentations.

8. How will teaching be adapted?

- Adaptation and personalisation to meet learning needs.
- Extra support, visual aids, scaffolding, and use of assistive technology.
- Staff work together to review and adjust support.

9. How will the school know if support is working?

- Regular monitoring and review of interventions.
- Use of PLPs and assessment data.
- Feedback from pupils, parents, and staff.
- Adjustments are made if needed.

10. How will resources be secured?

- School provides equipment, staffing, training, and specialist support.
- Funding up to £6,000 per child; additional funding may be requested from the Local Authority if required.

11. How is inclusion supported?

- Access to clubs, trips, and activities with reasonable adjustments.
- Individual support plans as needed.
- Staff trained in inclusive teaching practices.
- Promoting friendships and social integration.

12. How is admissions fair for children with SEND?

- Children with SEND or disabilities are not refused admission.
- Children with EHCPs are prioritised.
- Standard admissions criteria apply for children without an EHCP.
- Oversubscription criteria ensure fairness.

13. How do we support children with disabilities?

- Accessible classrooms and toilets.
- Adapted resources and equipment.
- Staff awareness and training.
- Reasonable adjustments to ensure full participation.

14. Supporting mental health and social development

- Participation in school council, SEL groups, and social skills activities.
- Pastoral and nurture support.

- Zero-tolerance of bullying.
- Access to external mental health support if needed.

15. Support for transitions

- Early years: home visits, pre-school observations, extra familiarisation visits.
- Between year groups: meetings with new teachers, Rainbow Transition programme.
- Between schools: documentation handover and visits.
- Preparing for secondary school: timetable practice, organisation skills, and gap support.

16. Looked-after or previously looked-after children

- SENDCo coordinates support with care plans.
- Personal Education Plans (PEPs) are aligned with SEND plans.

17. What if I have a complaint?

- Speak to the class teacher first.
- Contact SENDCo if unresolved.
- Escalate to Headteacher if needed.
- Mediation or SEND tribunal available if necessary.

18. Support for families

- Open-door policy at school.
- Local support: West Northamptonshire Local Offer, SENDIASS, local charities (En-Fold, Autism East Midlands, Contact, Home-Start, etc.).
- National support: IPSEA, SEND Family Support, Family Action, Special Needs Jungle.

19. Glossary

- **EHCP:** Legal plan for your child's needs.
- **SENDCo:** Person responsible for SEND.
- **SEND:** Special Educational Needs & Disabilities.
- **SEN support:** Extra help without EHCP.
- **PLP:** Personalised Learning Plan.
- **Graduated approach:** Cycle of assess, plan, do, review.