



Special Educational Needs & Disabilities (SEND) INFORMATION REPORT



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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 our SEND Policy on our website [Spring Lane Primary - Policies](#)

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. What types of SEND do we provide for at our school?

Our school currently provides additional and/or different provision for a wide range of needs. The needs of pupils with SEND are grouped into **four broad areas** of need. We recognise that children may have needs that cut across more than one area, and that their needs may change over time.

We use research-based interventions that are carefully matched to the pupil's particular area(s) of need at the relevant time.

The four areas of need are:

Area of need	Condition
Communication and interaction	Autism spectrum condition (ASC)
	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. Which staff will support my child, and what training have they had?

Our Inclusion Leader and Special Educational Needs & Disabilities Co-ordinator (SENCO)

Our Inclusion Leader and SENCo is Trisha Patel.

She has 10 years' experience working with children with SEND needs and is a member of the Senior Leadership Team. She completed a Postgraduate Certificate in Special Educational Needs Coordination in 2019 and is a Designated Deputy Safeguarding Lead (DDSL). In July 2024, she was awarded Accredited Teacher Status by the British Dyslexia Association after completing the Level 5 BDA accredited course, qualifying her to teach learners with specific learning difficulties (Dyslexia) up to 18 years old and recognising her as a Specialist Dyslexia Teacher. Additionally, she is a member of the Qualified Register in Test Use (RQTU) with the British Psychological Society, trained to carry out and interpret assessments to support evidence-based practice.

Her role includes:

- Overseeing the school's SEND provision and coordinating support for pupils
- Planning and delivering tailored interventions
- Monitoring the progress of pupils with SEND
- Advising and supporting teachers and teaching assistants
- Liaising with parents, carers, and external agencies to ensure every child's needs are met
- Ensuring compliance with statutory requirements and best practice
- Leading on strategic aspects of SEND provision, including policy development, provision planning, and evaluation of effectiveness

She is allocated 5 days per week to manage SEND provision.

Assistant SENDCO

Our Assistant SENDCO is Kirstie Hill.

She has a Bachelor of Education degree with a specialist in Early years. She has worked in mainstream early years settings, taking the Early years lead role for several years. She then moved to work in an alternative provision working with children with SEMH needs. Following this she worked in an ASD provision working with children with ASD and predominantly speech language and communication needs. Through this she has developed an understanding for alternative communication strategies such as PECS and communication boards. She has also undertaken attention autism training, intensive interaction training and TEACCH training as well as working closely with target autism to set up the provision and complete training on things such as communication and social stories. She is currently undertaking the NPQSENCO qualification.

Our Deputy SENDCO supports the Inclusion Leader & SENDCO in all aspects of SEND provision.

Their role includes:

- Assisting in the coordination and delivery of SEND interventions
- Monitoring pupil progress and identifying emerging needs
- Supporting teachers and teaching assistants with planning and differentiation
- Liaising with parents, staff, and external agencies
- Leading on specific projects and initiatives within the SEND provision
- Covering SENDCo responsibilities when required

Class Teachers

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

In addition, staff have completed external training to further enhance their skills and knowledge. This includes:

- Blank Level Questioning – supporting comprehension and language development
- Colourful Semantics – supporting language and communication development
- Zones of Regulation – emotional regulation strategies
- Sensory Support Strategies – meeting sensory needs of pupils
- Type 1 Diabetes Pump Training – for staff supporting pupils with medical need
- First Aid- for staff supporting children with low level injuries
- Diabetes Management Training – specialist nursing team

These external training programmes ensure that our staff are equipped with the latest evidence-based strategies to support the diverse needs of pupils with SEND.

Teaching Assistants (TAs)

We have a team of 23 Teaching Assistants (TAs), including 2 SEND Teaching Assistants who are trained to deliver SEND provision.

The 2 SEND Teaching Assistants are specifically trained to deliver targeted interventions, providing support through research-based programmes. These interventions include Zippy's Friends, Apple's Friends, Passport, Drawing and Talking, ELKAN Speech and Language, Colourful Semantics, Information Carrying Words, and Attention Autism.

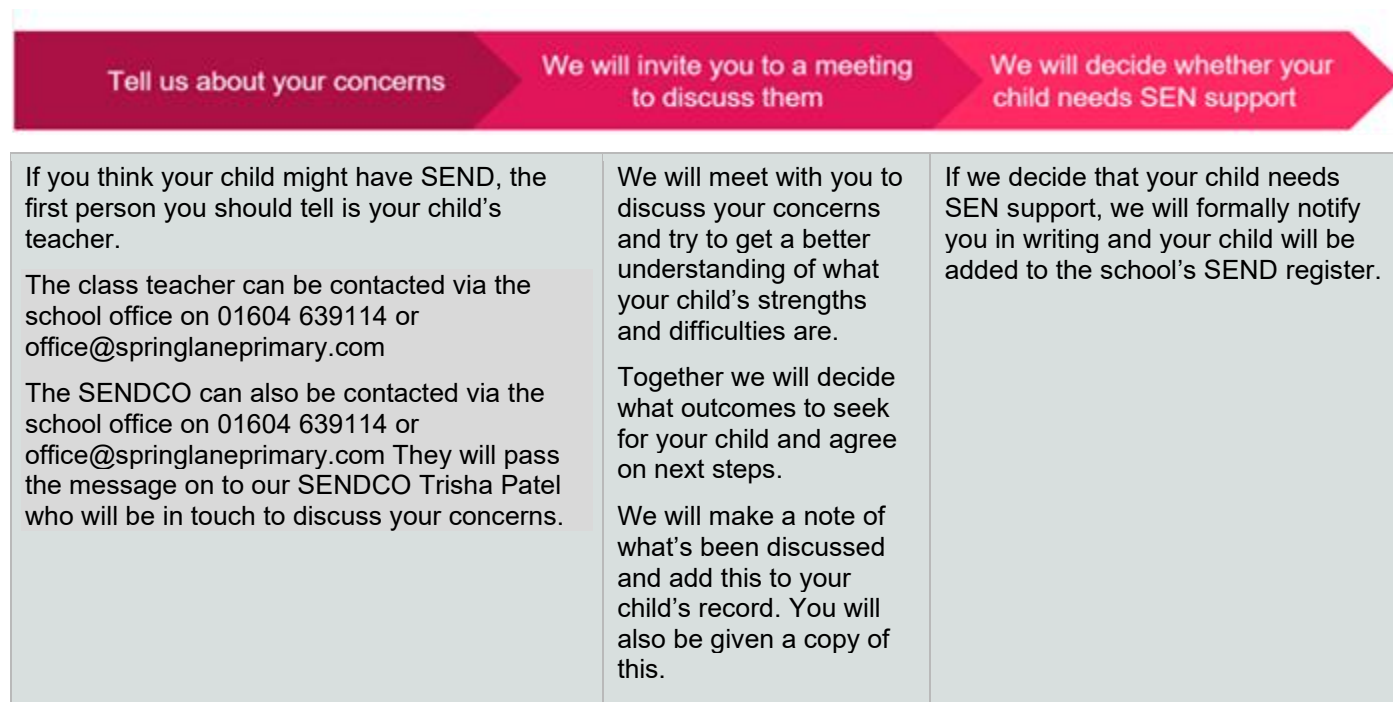
In the last academic year, our Teaching Assistants have received training in a range of research-based interventions, including Zones of Regulation, Colourful Semantics, and sensory support strategies. This training enables them to provide targeted support to meet the individual needs of pupils with SEND across the school.

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 SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Mental Health Support Team (MHST)
- Child and adolescent mental health services (CAMHS)
- SEND Support Service (SSS)
- 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?



4. How will the school know if my child needs SEN Support?

Initial Assessment

When your child joins our school, we assess their skills, abilities, and levels of attainment to understand their starting point. Where possible, we build on information from previous schools or early years settings.

If your child has a disability, we consider what reasonable adjustments may be needed to help them access learning fully. In addition, we explore support from external services such as Occupational Therapy (OT) and Physiotherapy, who may conduct site visits to ensure the environment and resources are suitable for your child's needs.

Monitoring Progress in School

All our class teachers are aware of SEND and closely monitor any pupils who are not making the expected level of progress academically or socially. If a teacher notices that a pupil is falling behind, they will try to identify any gaps in the pupil's learning. Where a gap is found, the teacher provides extra support or tuition to help the pupil catch up. Pupils without SEND usually make good progress once the gap in their learning has been addressed.

Teachers continually assess the progress of all pupils and look closely at children who may be:

- Making slower progress than their peers, despite having had the same starting point
- Not keeping up with, or improving on, their previous rate of progress
- Struggling to close the gap between themselves and their peers
- Widening the gap in attainment compared with others

Progress is considered across all areas, including academic achievement, social development, and emotional wellbeing.

When teachers identify concerns, they will first adapt their teaching through high-quality differentiation and scaffolding to target your child's areas of need. This may include small group support, tailored resources, or specific strategies within lessons.

Referral to the SEND Team

If your child continues to make limited progress, the class teacher will submit a Referral for SEND Support to the SEND team for review. As part of this process, they will contact you to share their concerns. Together, we aim to build a full picture of your child's strengths, areas of difficulty, and any relevant family history.

The SEND team will then discuss the most appropriate next steps, which may include:

- Further assessments
- Classroom observations
- Referrals to external professionals and services

Early discussions ensure that:

- Everyone has a clear understanding of your child's strengths and areas of difficulty
- Your views and concerns are fully considered
- We agree on the outcomes we want for your child
- Next steps are clear and shared with all involved

SENDCO Involvement

The SENDCO will observe your child in lessons and/or during playtimes and talk with staff about their learning, behaviour, and progress. They will compare your child's development with their peers and national expectations. The SENDCO will also involve your child to gather their views.

Where appropriate, advice may be sought from external professionals such as speech and language therapists, specialist teaching teams, occupational therapists, or via virtual advice clinics available through the West Northamptonshire Local Offer. Support may also come from CAMHS (Child and Adolescent Mental Health Service), and in some cases, referrals for neurological assessments may be made.

Based on all this information, the SENDCO will decide whether your child requires SEND support. If your child is identified as needing SEND support, their name will be added to the school's SEND register and you will be informed in writing.

Supporting All Children

The school places pupils and families at the heart of all decisions about SEND. We also consider short-term factors that may temporarily affect learning or behaviour, such as bereavement or illness. Particular care is taken when identifying SEND for pupils whose first language is not English or for children who are younger within their year group (for example, summer-born children).

Decisions about SEND support always begin with the outcomes we want to achieve for your child including their expected progress and attainment alongside your views and your child's wishes. From there, we agree on the right support and decide whether this can be met through adjustments to our usual classroom provision, or whether additional or alternative support is needed.

Reviewing Support

If your child receives SEND support, the provision is regularly reviewed through the **Assess–Plan–Do–Review cycle**, which we refer to as a **Personalised Learning Plan (PLP)**. This ensures strategies are adapted and progress is closely monitored. PLPs are reviewed three times a year — in December, April, and July, with meetings held with parents.

We also work in partnership with other professionals across education, health, and social care to ensure your child receives the right support.

Transition and Existing SEND Needs

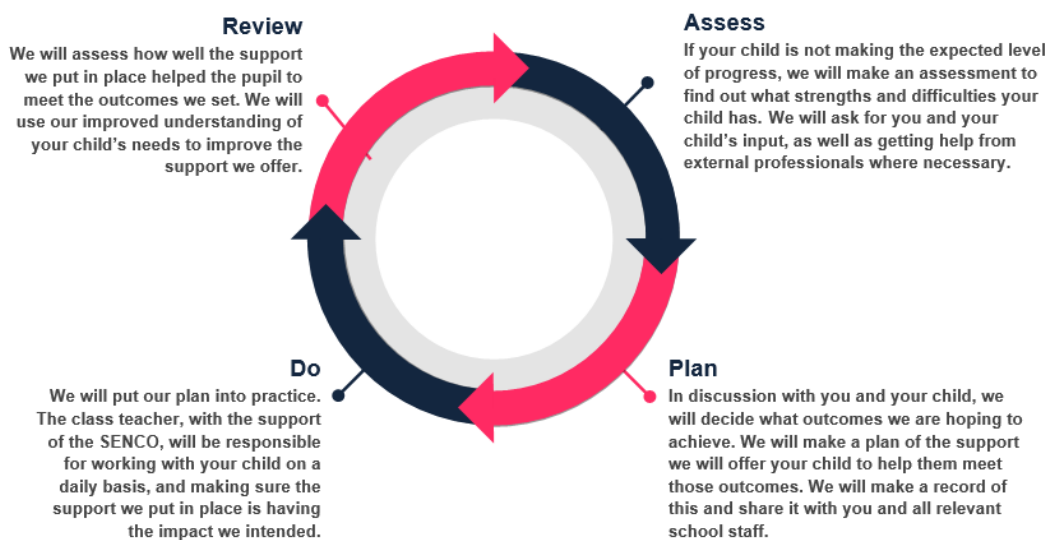
If your child is joining the school with existing identified needs, for example, they have been supported in a previous setting, are known to external agencies, or already have an Education, Health and Care Plan (EHCP) they will continue to be monitored on the SEND register. We will work closely with you and other professionals to ensure a smooth transition and the right support from the very start.

The levels of support a school provides is as follows:

School-based SEN provision	<p>Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupils' needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.</p> <p>The provision for these pupils is funded through the school's notional SEND budget.</p> <p>On the census these pupils will be marked with the code K.</p>
Education, health and care (EHC) plan	<p>Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.</p> <p>The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level funding block of the dedicated schools grant).</p> <p>On the census these pupils will be marked with the code E.</p>

5. 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.



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 best. These outcomes will be recorded on an SEN Support plan and reviewed termly by parents, teachers and the school SENDCO.

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.

Progress of children with EHCPs are assessed and reviewed regularly throughout the year by professionals supporting the pupil. An Annual Review is held for children with EHCPs. Interim reviews can also be arranged throughout the year if deemed necessary.

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

We will provide termly new and review Personalised SEND Support Plans (PLP's) along with one end of year annual report on your child's progress.

As part of your child's Personalised SEND Support Plan cycle, the class teacher will meet you a minimum of three times a year to:

- Set clear outcomes for your child's progress (term ahead)
- Review progress towards those outcomes (previous term)
- 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'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 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 no two 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 pupil survey

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

At Spring Lane Primary School we are committed to providing a supportive and inclusive learning environment that meets the diverse needs of all our pupils. Our approach to adapting teaching, the curriculum, and the learning environment is guided by our Accessibility Plan, which outlines how we aim to increase the extent to which disabled pupils can participate in the curriculum. You can view our Accessibility Plan here: [Spring Lane Primary - Policies](#)

High-Quality Teaching

Your child's class teacher is responsible and accountable for the progress and development of all pupils in their class. High-quality teaching is our first step in responding to your child's needs. We ensure that your child has access to a broad and balanced curriculum throughout their time at our school.

Differentiation and Personalisation

We recognise that every child is unique, and therefore, we adapt our teaching to suit the individual needs of each pupil. This may include:

- Differentiating the curriculum: Tailoring content, teaching methods, and resources to ensure all pupils can access the learning. This might involve grouping strategies, one-to-one support, or adjusting the pace and complexity of lessons.
- Scaffolding learning: Providing additional support to help pupils achieve their potential. This could include giving longer processing times, pre-teaching key vocabulary, reading instructions aloud, or using visual aids.
- Adapting resources and staffing: Utilising a range of materials and technologies to support learning and deploying staff effectively to meet pupils' needs.
- Using recommended aids: Implementing tools such as laptops, coloured overlays, visual timetables, and larger fonts to assist pupils in accessing the curriculum.

Collaborative Support

Our class teachers, teaching assistants, SENDCO (Special Educational Needs and Disabilities Coordinator) and Assistant SENDCO work closely together to support pupils with SEND. This collaboration may involve:

- Working with pupils in small groups or on a one-to-one basis, as appropriate and timetabled.
- Regularly reviewing and adjusting support strategies to ensure they remain effective.
- Engaging with external professionals when necessary to provide additional expertise and support.

We are dedicated to ensuring that all pupils, regardless of their individual needs, have the opportunity to succeed and thrive in our school community.

AREA OF NEED	CONDITION	HOW WE MAY SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum condition	<ul style="list-style-type: none">• Attention Autism• Social Stories and comic strip conversations• Widgets -symbols based communication• Intensive Interaction• Zones of regulations
	Speech and language difficulties	<ul style="list-style-type: none">• ELKAN Speech and Language Practitioner• Language for Thinking• Colourful Semantics
Cognition and learning	Specific learning difficulties, including	Dyslexia: <ul style="list-style-type: none">• Phonics-based programs: Structured literacy approaches like Read Write Inc and Nessy Reading and Spellings.

dyslexia, dyspraxia and dyscalculia	<ul style="list-style-type: none"> • Multisensory teaching: Using visual, auditory, and kinaesthetic methods to reinforce learning. • Assistive technology: Text-to-speech software (e.g. Microsoft word- Immersive reader), spellcheckers, and audiobooks. • Extra time and reader/scribe support: Especially during assessments. • Small group or 1:1 literacy support: Tailored to decoding, fluency, and comprehension. • Visual aids and simplified instructions: To reduce cognitive load and support memory. <p>Dyspraxia:</p> <ul style="list-style-type: none"> • Occupational therapy input: To improve fine and gross motor coordination. • Use of laptops/tablets: To bypass handwriting difficulties. • Modified PE and practical tasks: With extra time, simplified steps, or peer support. • Organisational aids: Timetables, checklists, and visual planners. • Classroom adaptations: Supportive seating, uncluttered workspaces, and clear routines. • Speech and language therapy: If verbal dyspraxia is present. <p>Dyscalculia:</p> <ul style="list-style-type: none"> • Concrete-pictorial-abstract (CPA) approach: Using manipulatives like Numicon or base-ten blocks. • Visual representations: Charts, diagrams, and number lines to support understanding. • Step-by-step instruction: Breaking down problems into manageable parts. • Real-life maths applications: To build confidence and relevance (e.g. budgeting, time-telling). • Extra time and scaffolding: During maths tasks and assessments.
Moderate learning difficulties	<ul style="list-style-type: none"> • Phonics-based programs: Structured literacy approaches like Read Write Inc and Nessy Reading and Spellings. • Multisensory teaching: Using visual, auditory, and kinaesthetic methods to reinforce learning. • Assistive technology: Text-to-speech software (e.g. Microsoft word- Immersive reader), spellcheckers, and audiobooks. • Extra time and reader/scribe support: Especially during assessments. • Small group or 1:1 literacy support: Tailored to decoding, fluency, and comprehension. • Visual aids and simplified instructions: To reduce cognitive load and support memory.

	Severe learning difficulties	<ul style="list-style-type: none"> • Phonics-based programs: Structured literacy approaches like Read Write Inc and Nessy Reading and Spellings. • Multisensory teaching: Using visual, auditory, and kinaesthetic methods to reinforce learning. • Assistive technology: Text-to-speech software (e.g. Microsoft word- Immersive reader), spellcheckers, and audiobooks. • Extra time and reader/scribe support: Especially during assessments. • 1:1 literacy support: Tailored to decoding, fluency, and comprehension. • Visual aids and simplified instructions: To reduce cognitive load and support memory.
Social, emotional and mental health	ADHD, ADD	<ul style="list-style-type: none"> • Wellbeing check-ins with trusted adults • Individual behaviour plans (PIP) • Success cards • Zones of regulation • Zippy's Friends (Y1&2) • Apples Friends (Y3&4) • Passport (Y5&6) • Spark Resilience (Y5&6) • Drawing and Talking • Movement breaks (Sensory Circuits) • Sensory support tools
	Adverse childhood experiences and/or mental health issues	<ul style="list-style-type: none"> • Trauma-Informed Practice • Emotion Coaching • Zones of Regulation • Mental Health Support Team
Sensory and/or physical	Hearing impairment	<ul style="list-style-type: none"> • Teachers of the Deaf (ToDs): Provide tailored support, monitor progress, and train staff to support individual children. • Speech and Language Therapists • Educational Audiologists: Ensure optimal use of hearing technology in school settings.

	Visual impairment	<p>Accessible Learning Materials</p> <ul style="list-style-type: none"> • Large print, braille, or audio formats • Modified diagrams and tactile graphics • Clear fonts and uncluttered layouts • Digital tools like screen readers • Specialist support from Qualified Teachers of the Visually Impaired (QTVIs): Assess needs, train staff, and monitor progress <p>Classroom Adaptations</p> <ul style="list-style-type: none"> • Preferential seating (close to board or light source) • Reading slopes and adjustable desks • Use of tactile maps and models • Regular breaks to reduce visual fatigue • Clear verbal descriptions of visual content.
	Multi-sensory impairment	<ul style="list-style-type: none"> • Tactile signing (e.g. on-body signs) • Object cues and real objects of reference • Speech with visual/tactile support • Weighted blankets for tactile and auditory stimulation • High-contrast materials and clutter-free visuals • Multisensory teaching strategies (using touch, sound, movement)
	Physical impairment	<ul style="list-style-type: none"> • Wheelchair-accessible classrooms, ramps, and lifts • Accessible toilets and changing facilities • Personal evacuation plans for emergencies • Modified PE curriculum to include inclusive activities • Assistive technology (e.g. voice-to-text software) • Extra time for tasks and exams • Alternative formats (e.g. digital resources, large print) • Trained staff for personal care and medical needs • Medication administration protocols • Continence management support

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

We are committed to ensuring that the provision we provide for pupils with SEND is effective and supports each child in achieving their full potential. We evaluate this by using a range of approaches, including:

- Day-to-day learning walks by the Senior Leadership Team (SLT)

- Reviewing the impact of interventions after a clearly defined number of weeks
- CET Evaluation reports or School Improvement visits (requested by the school as part of monitoring)
- Use of SEND Personalised Learning Plans (PLPs) to measure progress and achievements against individualised outcomes
- Regular meetings about pupils' progress between class teachers, the SENDCO, Assistant SENDCO, and the Assistant Head/Head of School
- Using assessment information and progress rates before and after interventions
- Gathering feedback from pupils, parents, and staff
- Using Insight to record attainment and progress data for pupils with SEND
- Monitoring and observations by the SENDCO
- Work sampling to review pupils' learning and achievements
- Holding an annual review for pupils who have an Education, Health and Care (EHC) plan

Through these approaches, we ensure that the provision is tailored to meet your child's needs, is regularly reviewed, and is adjusted where necessary to support ongoing progress and success.

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

It may be that your child's needs require us to provide:

- Additional equipment or adapted facilities
- Increased teaching assistant support
- Further training for our staff
- Specialist expertise from external professionals

If this is the case, we will consult with external agencies to obtain recommendations on the most effective ways to support your child's learning. The school will fund up to £6,000 of any necessary provision. If additional funding is required beyond this amount, we will request support from the local authority.

This may take the form of a short-term application for Targeted SEND Funding, or if your child's needs are considered long-term, an application may be made for an Education, Health and Care (EHC) assessment.

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

At Spring Lane Primary School, we are committed to ensuring that all pupils, including those with SEND, have full access to the wide range of activities and experiences the school offers. Inclusion is central to our ethos, and we actively remove barriers that might prevent pupils with SEND from participating fully alongside their peers.

Our Approach Includes:

- **Breakfast Club:** Our Breakfast Club is free for all children and runs every day from 8:20 am. Pupils with SEND are encouraged to attend and participate in activities alongside their peers, fostering social interaction and engagement in a safe, inclusive environment.
- **Extra-Curricular Activities and Clubs:** All of our before-school, lunchtime, and after-school clubs are available to every pupil, including those with SEND. We make any reasonable adjustments required to enable participation, such as providing additional adult support, adapting equipment, or modifying activities.
- **School Trips and Residential Visits:** Every pupil is encouraged to take part in educational visits and residential trips. For pupils with SEND, risk assessments are carried out to identify and address any barriers, and staff ensure appropriate support is in place. This may include additional supervision, alternative transport arrangements, or tailored activities to meet specific needs.
- **Sports, Arts, and Performance Opportunities:** Pupils with SEND are encouraged to participate in school events such as sports day, school plays, workshops, and special themed days. Adaptations are made when necessary for example, providing accessible sports equipment, adjusting rehearsal schedules, or offering additional practice sessions so that every child can engage meaningfully and confidently.
- **Individual Support Plans:** Where necessary, the school will create individual support plans to ensure that pupils with SEND can participate fully. This includes liaising with parents, external professionals, and teaching staff to identify reasonable adjustments that remove barriers and promote inclusion.

- **Inclusive Teaching Practices:** Our teaching and support staff are trained to differentiate activities and provide accessible learning environments, ensuring that pupils with SEND can join in classroom and school-wide activities alongside their peers.
- **Promoting Social Inclusion:** Staff actively foster friendships and social integration through group work, team-building activities, and peer support schemes. Pupils with SEND are encouraged to collaborate with their peers in all areas of school life, promoting confidence, self-esteem, and a sense of belonging.

No pupil is ever excluded from taking part in school activities because of their SEND or disability. We will make all reasonable adjustments needed to ensure that every child can participate fully, safely, and enjoyably in all aspects of school life.

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

Admissions for Pupils with SEN or a Disability

The school is committed to ensuring that no child is refused admission solely on the grounds of having Special Educational Needs (SEN) or a disability. We aim to provide an inclusive and welcoming environment where every child has the opportunity to thrive.

Admission of Pupils with an EHCP

Pupils who have an Education, Health and Care Plan (EHCP) and for whom it has been agreed by all parties that the school is the appropriate provision will be admitted ahead of all other applicants. This ensures that children with formally assessed needs are prioritised and supported from the outset. The school works closely with the Local Authority and families to ensure a smooth transition for pupils with EHCPs, including pre-admission visits, meetings with staff, and individual transition plans where necessary.

Admissions for Pupils with SEN or a Disability without an EHCP

For pupils with SEN or a disability who do not have an EHCP, the school applies the same fair admissions criteria as for all applicants. Families are encouraged to share relevant information about their child's needs during the application process, allowing the school to plan appropriate support in advance and ensure that the pupil can fully access the curriculum and school life from the first day.

Oversubscription Criteria

When there are more applications than available places, the school follows a clear and fair oversubscription process designed to avoid disadvantaging pupils with SEN or disabilities. Priority is given in the following order:

1. Looked after children and previously looked after children.
2. Children of staff at the school, in either or both of the following circumstances:
 - a) Where the member of staff has been employed at the school for two or more years at the time the application is made; and/or
 - b) Where the member of staff is recruited to fill a vacant post for which there is a demonstrable skills shortage.
3. Children with a sibling continuing at the school at the time of the child's admission.
4. Other children.

Ensuring Fairness

The school carefully monitors the admissions process to ensure that children with SEN or disabilities are not unfairly disadvantaged. Staff are trained to understand equality and inclusion requirements, and adjustments are made to the admissions process where necessary for example, providing application support or arranging accessible tours.

Further Information

Additional details about the school's admissions process, including timelines, application forms, and contact information for SEND queries, can be found in the Admissions Policy on the school website. Families are encouraged to contact the school directly to discuss individual needs and any additional support required during the admissions process.

13. How does the school support pupils with disabilities?

The focus at our school is to ensure that pupils with disabilities feel included in all aspects of school life. We carefully consider each pupil's individual needs and take steps to ensure they are fully supported. In order to meet their needs, we:

- **Engage with pupils directly:** We speak with pupils to understand their specific needs and discuss how we can best support them.

- **Collaborate with parents and carers:** We build strong relationships with families to reassure them that their child's needs are recognised and that appropriate support is in place.
- **Work with external professionals:** We liaise with specialists, such as Physiotherapists, Occupational Therapists, and Specialist Teaching teams, to ensure the right resources, teaching strategies, and classroom adaptations are provided. This includes considering the weight of classroom doors, the height of toilets and desks, and appropriate learning aids.
- **Ensure accessible facilities:** A disabled toilet is easily accessible to all pupils, and other areas of the school are adapted as needed to ensure accessibility.
- **Raise staff awareness:** All staff, including new members and external staff, are made aware of the needs of pupils with disabilities to ensure consistent support both inside and outside the classroom.
- **Provide staff training:** Our staff receive ongoing training to fully understand and meet the needs of pupils with disabilities.

Preventing Less Favourable Treatment

We take proactive steps to prevent disabled pupils from being treated less favourably than others. This includes monitoring equality across all areas of school life, making reasonable adjustments where required, and ensuring that pupils with disabilities can participate fully in lessons, extracurricular activities, and school events.

Facilities and Auxiliary Support

We provide a range of facilities and support to help pupils access the school, including:

- Adapted classroom furniture and learning resources.
- Assistive technology where needed.
- Physical adaptations to the school environment to improve accessibility and safety.
- Accessible information in a range of formats for pupils who require it.

Accessibility Plan

Our Accessibility Plan is available on the school website and sets out how we will:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities, and services.
- Enhance the availability of accessible information to disabled pupils, ensuring they can fully engage with learning and school life.

Further details on how we support pupils with disabilities, including specific adaptations and strategies, can be found in our Accessibility Plan on the school website.

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

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

- **Pupil involvement and voice:** Pupils with SEND are encouraged to be part of the school council to share their views and contribute to school decisions.
- **Social skills and teamwork:** Pupils with SEND are also encouraged to participate in Sports for All, Social Emotional Learning (SEL) groups, Zones of Regulation and Lego Therapy to promote teamwork, build friendships, and develop confidence in social situations.
- **Pastoral support:** Our pastoral team, made up of the Designated Safeguarding Lead (DSL) and pastoral lead, and welfare officer, provides targeted support to ensure pupils with SEND have someone to listen to their views, concerns, and suggestions.
- **Nurture provision:** We run a nurture club for pupils who need extra support with social or emotional development, providing a safe space to develop coping strategies, self-regulation, and resilience.
- **Bullying prevention:** We have a zero-tolerance approach to bullying. Our Behaviour Policy, available on the school website, sets out the measures we take to prevent bullying, including:
 - Regular staff training on recognising and addressing bullying, including SEND-specific bullying.
 - Clear reporting systems so pupils know how to seek help if they experience or witness bullying.

- Peer mentoring and buddy systems to foster a supportive school community.
- Access to a broad curriculum: All pupils, including those with SEND, have access to a broad and balanced curriculum and are encouraged to participate in all activities, including music, drama, sports, and physical activities, supporting both wellbeing and personal development.
- External support: Where needed, we liaise with external agencies such as educational psychologists, mental health practitioners, and specialist counselling services to provide additional support for pupils' mental health and wellbeing.

Through these approaches, the school ensures that pupils with SEND feel included, heard, and supported in all aspects of their emotional, social, and mental development.

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

The school recognises that transitions between classes, schools, phases, and eventually into adulthood can be challenging for pupils with SEND. We take a proactive and personalised approach to ensure these transitions are smooth and that pupils feel confident and prepared.

Early Years Transitions

For pupils joining our Early Years setting, we work closely with parents, carers, and external pre-school settings to gather detailed information about each child's needs. Our approach includes:

- Home visits by staff to get to know the children and their families, building positive relationships before they start school.
- Meeting pupils in their previous setting to observe their routines, learning style, and needs.
- Additional visits to the pupil in our setting to help them become familiar with the environment.
- Liaising with external professionals already supporting the pupil and family, including the Health Visiting Team, to create a comprehensive understanding of the pupil's needs.
- Developing an individual Personalised SEND Support Plan (PLP's) to ensure appropriate provision is in place from their first day.

Transitions Between Years (1–6)

To support pupils with SEND when moving between year groups, we:

- Provide a 'Rainbow Transition' programme during Summer 2 for key pupils with SEND to familiarise them with their new class and teacher.
- Arrange a meeting at the end of the school year with both the current and next year's teacher to discuss the pupil's SEND needs and any required adjustments.
- Schedule taster lessons and sessions with the incoming teacher towards the end of the summer term to help pupils become familiar with routines and expectations.

Transitions Between Schools

When a pupil is moving to another school, we:

- Send all SEND documentation to the receiving school's SENDCO.
- Where possible, meet with the new school's SENDCO to discuss the pupil's needs, strategies, and support, ensuring a smooth handover.

Transition from Primary to Secondary School

To prepare pupils for secondary school, we work closely with the receiving school's SENDCO. This includes:

- Meetings between the primary and secondary SENDCOs to discuss the needs of all pupils receiving SEND support.
- Preparing pupils for secondary school by:
 - Practising with a secondary school timetable to familiarise them with multiple teachers and subject changes.
 - Teaching pupils how to organise themselves independently, including managing homework, equipment, and time.
 - Identifying and addressing any gaps in knowledge or skills to ensure pupils start secondary school confident and ready to learn.

Through these approaches, the school ensures that pupils with SEND experience smooth, supportive, and well-planned transitions at every stage of their education.

16. What support is in place for looked-after and previously looked-after children with SEND?

Trisha Patel is both the Designated Teacher for Looked-After and Previously Looked-After Children and the SENDCO. This dual role allows for a coordinated and consistent approach to supporting pupils whose care circumstances may interact with their SEND.

- Ensures aligned support, so that SEND needs and looked-after circumstances are considered together in planning and teaching.
- Allows staff to receive clear guidance on how to adapt teaching strategies to meet both social, emotional, and learning needs.
- Guarantees that any interventions, support plans, or EHC plans are consistent and complementary.
- Provides pupils with a single, knowledgeable point of contact who understands their full educational and personal context, supporting them to achieve their potential.

Children who are looked-after or previously looked-after are supported in the same way as any other child with SEND. Additionally, looked-after pupils have a Personal Education Plan (PEP). We ensure that the PEP and any SEND support plans or EHC plans are aligned and mutually reinforcing, so that every aspect of the pupil's development is fully supported.

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

If you have concerns or a complaint about your child's SEND provision, we encourage you to follow these steps:

1. Talk to the class teacher first: Most concerns can be resolved informally by discussing them with your child's teacher.
2. Escalate to the SENDCO: If the issue is not resolved, you can raise the complaint with our SENDCO, who will review the situation and work with you to find a resolution.
3. Escalate to the Headteacher: If the complaint remains unresolved, it can be referred to the Headteacher, who will investigate and provide a formal response.

All complaints will follow the school's Complaints and Resolution Policy, which is available on our website.

Further Options:

- If you are not satisfied with the school's response, you have the right to escalate your complaint further. In certain circumstances, this right also applies to the pupil themselves.
- You can seek guidance on suitable avenues for complaint in the SEND Code of Practice (pages 246–247).
- If you believe your child has been discriminated against due to their SEND, you have the right to make a discrimination claim to the First-Tier SEND Tribunal. This can cover alleged discrimination in areas such as:
 - Admission
 - Exclusion
 - Provision of education and associated services
 - Making reasonable adjustments, including the provision of auxiliary aids and services

Before making a claim to the SEND tribunal, you can use processes called disagreement resolution or mediation, which allow you to try to resolve your concerns before reaching the tribunal.

Mediation Services:

West Northants Mediation Services are provided by Global Mediation LTD. Further information can be found here: <https://www.globalmediation.co.uk/>

By following these steps, we aim to ensure that complaints about SEND provision are handled fairly, transparently, and with the best interests of the pupil in mind.

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

We are proud of our open-door policy at Spring Lane Primary School. If you have questions about SEND, or if you 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 locally, visit the West Northamptonshire Local Offer:

<https://www.westnorthants.gov.uk/local-offer>

Our local Special Educational Needs and Disabilities Information, Advice, and Support Service (SENDIASS) organisations provide guidance for families:

- <https://iassnorthants.co.uk/>

Local Charities Offering Support to Families of Children with SEND

We understand that navigating the SEND landscape can be challenging, and we are committed to connecting you with local charities that offer valuable support. Below are some organisations providing assistance in West Northamptonshire:

- **En-Fold**

Description: En-Fold supports families affected by autism, offering services to help individuals on the autism spectrum.

Contact:

- o Website: <https://www.enfold.org.uk/>
- o Email: info@enfold.org.uk

- **Autism East Midlands – Family Support Hubs**

Description: Offers regular meeting points for families to access activities, support, and specialist information.

Contact:

- o Website: <https://www.autismeastmidlands.org.uk/child-services/family-support-hubs>
- o Email: Lesley.Lock@aem.org.uk
- Contact – Support for Families with Disabled Children

Description: Provides guidance, information, and opportunities for families to connect and support each other.

Contact:

- o Website: <https://contact.org.uk/>
- o Email: northamptonshire@contact.org.uk

- **Northamptonshire Carers**

Description: Offers support services for carers, including resources to improve health, well-being, and quality of life.

Contact:

- o Website: <https://www.northamptonshire-carers.org/>

- **Clearly Speaking**

Description: Specialist children and family support centre providing advice for families with special needs, including autism and ADHD.

Contact:

- o Website: <https://www.clearlyspeaking.co.uk/>

- **Home-Start Northampton**

Description: A local network of trained volunteers and expert support for families with young children facing challenges.

Contact:

- o Website: <https://www.home-start.org.uk/>
- Harry's Pals

Description: Provides emotional support to families following a diagnosis of a life-limiting illness or disability, including counselling and advocacy.

Contact:

o Website: <https://harryspals.co.uk>

- **Children's Centres in Northamptonshire**

Description: Offer a range of support to families with children from birth to 5 years old, including parent support groups and family activities.

Contact:

o Website: <https://www.westnorthants.gov.uk/childrens-centres>

National Charities Offering Support to Families of Children with SEND

- IPSEA – <https://www.ipsea.org.uk/>
- SEND Family Support – <https://sendfs.co.uk/>
- NSPCC – <https://www.nspcc.org.uk/>
- Family Action – <https://www.family-action.org.uk/>
- Special Needs Jungle – <https://www.specialneedsjungle.com/>

We encourage families to access these local and national services for advice, guidance, and additional support. Connecting with these organisations helps ensure that you, your child, and your family have the right support in place to thrive.

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 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
- **SENDCO** – the special educational needs & disabilities 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, that explains how the school supports pupils with SEND
- **SEN support** – special educational provision which meets the needs of pupils with SEN and who do not have an EHCP
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages