

## SEN Information Report

2025-2026

SENCo: Carley Down

SEN Governor: K Bullock (Chair of Governors)

Contact: 01455 282643

Dedicated SEN time: Thursday

Local Offer Contribution: Here is the link to Leicestershire's Local Offer:

[What is the Local Offer | Leicestershire County Council](#)

[Special educational needs and disability | Leicestershire County Council](#)

### Whole School Approach:

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Having consulted with children and parents, all our additional provision is based on an agreed outcomes approach.

Underpinning ALL our provision in school is the **graduate approach** cycle of:



All teachers are responsible for every child in their care; including those with special educational needs.

### **Assess:**

In addition to current assessment procedures in school for all, children with SEND will be assessed to their area of need using assessments such as:

- Boxall Profile
- Small Steps Tracker
- Diagnostic Reading Assessment
- British Vocabulary Picture Scale

These are carried out by experienced members of staff within the school.

External assessments, from outside agencies, such as: an educational psychologist and speech and language therapists, may be conducted where additional information and support is required.

**Plan:**

Under the direction and support of the SENCo, the class teacher will plan the outcomes and provision based on this assessment information.

**Do:**

This provision will be delivered on a 1:1 basis or a small group based on the needs of the child. This support will come from the class teacher, learning support assistants and any other adult who is working under the direction of the class teacher or SENCo.

**Review:**

The class teacher with the support of the SENCo will track the progress towards the agreed outcomes and will review this at regular points with parents and children.

This may be in the form of:

- Parents' SEND meetings
- Parents' evening meetings with the class teacher
- Email correspondence
- Informal conversation with the class teacher/SENCo

## **SEN Needs:**

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Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
  - Colourful semantics
  - Black sheep resources
  - Assisted technology
2. Cognition and learning
  - Precision teaching
  - Number stacks
  - 1:1 and small group tutoring
  - Read, write, inc
  - Whole word level intervention
  - A Reading and Language Intervention for Children with Down Syndrome
3. Social, emotional and mental health
  - Circle of Friends
  - Autism Education Trust transition resources
  - Social stories
  - Beyond the Boxall activities
4. Sensory and/or physical needs
  - Sensory circuits
  - Sensory boxes
  - Weighted bean bags and blankets
  - Wobble cushions

**Reference:** SEN Policy: Updated March 2025

As of September 2025, we have 24 children on the SEND register receiving SEN Support representing 23% of pupils, 10 of which are in receipt of top-up funding for either SENIF or EHCP.

We have internal processes for monitoring quality of provision and assessment of need. These include: termly monitoring of target setting, SEND learning walks, pupil voice and termly pupil progress meetings.

## Consulting with children and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Learning Plans for children with SEND.	Teacher, parents / carers, child.	Annually, reviewed regularly with pupil and parents.
Review and setting of small step targets	Teacher, parents / carers, child.	Autumn 1 Autumn 2 Spring Summer
Annual Reviews EHCP	Teacher, support staff, SENCo, parents / carers, child. (On occasion Head teacher)	Annually
Parent meetings	Teacher, SENCo, Parents / Carers	As and when required. (These types of meetings and approach to support is seen regularly throughout school, building positive relationships between staff and parents thus improving outcomes for children.)
SEND Café  Informal Q&A opportunity and chance to network.	Parents and Carers	Termly

## **Staff development**

We are committed to developing the on-going expertise of our staff. We have current expertise in our school:

Initial of person	Area of expertise	Level (as per p68-9 of SEND Code of Practice 2015)
CD	Understanding Dyslexia and dyspraxia	Delivered by specialist teaching service
CD	National SEND and Inclusion conference	Education Trust
CD & FC	WE SEND	Whole education through Embrace

	Evaluation, coaching and collaboration	
CD KA RP	Access to Inclusion Services	LCC enhanced
All staff	5 a day strategies to support pupils with SEND	Embrace enhanced
Tylee Sue Walters	Down Syndrome Awareness	
All Staff	Making Sense of Autism (AET)	Level 1
All Staff	Attachment and Trauma training	Delivered by Virtual School
CD KA RP (Training)	NaSENCo (or NPQSEN)	Level 7

**This year, we have put in additional training into:**

- Use of the EEF 5 a day strategies, particularly scaffolding
- Developing the effective use of teaching assistants
- Self-evaluation and development as part of the WE SEND whole MAT project

**Next plans are:**

- Whole school staff coaching – making use of Steplab to develop adaptive teaching
- Sensory needs - using sensory circuits and nurture opportunities to promote regulation and positive mental health
- Develop distributive leadership amongst subject leaders by them providing strategies for SEND in all subject areas.

**Staff deployment**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

This year we have 8 children with EHCP's representing 8%.

There are 2 children receiving intervention funding this year. The funding has been used to provide the adaptations and additional support identified as part of individual learning plans for each pupil. This enables greater access to the learning opportunities within school and has a direct impact on progress for all pupils.

In all classes there is at least 1 additional member of staff, as well as the teacher at any one time. The LSA in each class is directed by the class teacher. LSA's are used to support small groups of children or individuals in the classroom, or can also be used to support the class with independent work, whilst the class teacher works with the less able pupils. It is the less able pupils who require the expertise of the class teacher.

In the event of staff sickness or absence, LSA's are re-deployed thoughtfully and resourcefully by the head teacher, ensuring that the classes with the most significant need are fully covered.

### **External bodies and organisations**

The governing body delegates the responsibility of commissioning services to help meet the needs of children with SEND and parents. Our external partners that we would work with include:

- Voluntarily organisations, such as the Laura Centre and Vista.
  - Local authority support including Educational Psychology Service and specialist teachers, such as: Teachers of the Hearing and Visually Impaired and Autism Outreach.
  - Health and social services including: Speech and language therapy, Children and Wellbeing Support Workers.
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### **School Partnerships and Transitions**

Our academic assessment for children with special educational needs is moderated through our cluster of schools and through Embrace Multi Academy Trust.

This year, we worked with our feeder partners to welcome 1 child with special educational /disability and we supported 3 children transition to the next phase in education.

Our approach involved:

Enhanced transition to and from new settings depending on the needs of the child.

- Relevant staff visits to and from settings.
- Use of technology to increase familiarity for the child.
- Additional multi-agency and SENCo meetings to support a smooth transition.
- Regular communication and meetings with settings and parents to support smooth transition and initiate relationships between school staff and parents.
- Liaising with the Early Years Inclusion Team where necessary.

#### **Transition to next setting:**

Meeting with Tutors and SENDCo's of transition KS3 schools and specialist settings, and having an in depth discussion regarding all children due to move on.

Making arrangements for some children to have extended transitions by an additional visit to the new setting.

Supporting families by arranging and attending school visits of SEN settings to support their decision-making process.

## Complaints

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Our complaints procedure for parents of Children with Special Educational Needs and Disabilities is outlined in our complaints procedure which is available to download from: [www.embracemat.org/policies](http://www.embracemat.org/policies) and is to be found here [Complaints-Policy-2024-26.pdf](#)

This year we have received 0 number of complaints.

## Challenges this year

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### 1. Supporting Every Child While Awaiting Specialist Placement

This year, we are proud to be supporting four wonderful children for whom the Local Authority has agreed that specialist provision is the most appropriate next step. We're delighted that one child has now successfully transitioned to a specialist setting, and we continue to work closely with the Local Authority to secure placements for the remaining three.

We are committed to understanding and responding to the unique needs of every child in our care. Through close observation, collaboration with families, and ongoing assessment, our team has worked diligently to identify and recognise the complexity and individuality of each child's learning journey. This process has reaffirmed the importance of specialist settings in providing the highly tailored support and environment that some children require to thrive. We deeply value the role these settings play and continue to advocate for timely placements that align with each child's best interests.

Our commitment remains strong: to nurture every child's potential and our Croft Values shine through in the continued understanding and support from parents and pupils as we advocate for the best outcomes for every child in our community.

### 2. The burdens faced by SENA and how these impact SEND finances.

EHCP and SENIF applications are taking longer to process and action at SENA. They have also changed the required information several times during the year. Communications regarding the applications has been limited and significant time is spent liaising with SENA for progress reports and updates. This has also applied to the annual review process which has lacked consistency and has led to multiple issues with children transitioning to Specialist provision. Slow processing times and gaps in funding continue to lead to challenges in funding and cause the diversion of existing LSA to support children. The service is showing signs of improvement and as a Trust we are at the forefront, participating with working groups on how to better support schools and improve communication with the Local Authority.

3. Long waiting times continue for appointments with Paediatrics, Educational Psychology services, SALT and CAMHs means that accessing support can take years to complete. This in turn can mean that diagnosis and support is delayed making it harder for school to ensure pupils have the correct kind of support. Complex and changeable processes within the LA (SENA) also make applications for funding and EHCP's lengthy and difficult.

## Further development

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Our strategic plans for developing and enhancing SEN provision in our school next year include a continued collaboration with Embrace Multi Academy Trust. We seek to build experience in our team by working closely with Fusion School affiliated to Dorothy Goodman to enhance our provision for those children with Communication and Interaction needs as well as those with SEMH who are awaiting specialist provision.

**Relevant school policies underpinning this SEN Information Report include:**

Accessibility Plan

Behaviour/Relational Policy

SEND Policy

Safeguarding and Child Protection Policy

Complaints Policy

**Legislative Acts taken into account when compiling this report include:**

Children & Families Act 2014

Equality Act 2010

Mental Capacity Act 2005

**Date presented to/approved by Governing Body:**

SEN Policy March 2025