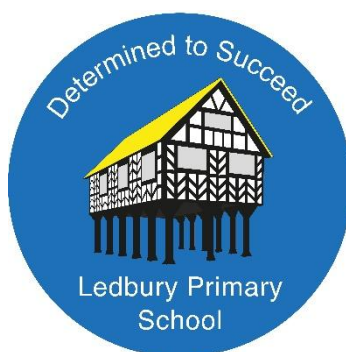


Special educational needs (SEN) information report



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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 special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website: <https://primarysite-prod-sorted.s3.amazonaws.com/ledbury-primary-school/UploadedDocument/2af2abd6-0eed-423e-a4ff-a0661d402d53/sen-policy-and-information-report-march-2024.pdf>

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 SEN does the school provide for?

Our school provides for pupils with the following needs (please note this list is not exhaustive and we will endeavour to meet the needs of all children with or without a diagnosis):

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum condition (ASC)

	Speech and language difficulties Developmental Language Disorder
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
Social, emotional and mental health	Attention deficit hyperactivity 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?

We are so fortunate at Ledbury Primary School to have an experienced and SEND team who work closely together for the best outcomes for our children. All staff regularly attend CPD on a variety of SEN needs, adaptations, software and are part of a rigorous monitoring procedure by SLT.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Kate Mason, she has 14 years' experience in this role and is a qualified teacher. She worked as a Class Teacher prior to this for 7 years. She has a Psychology degree, a PGCE, an spLD level 5 qualification in Dyslexia and has completed the National Award for SENCOs. She is also a qualified Mental Health First Aider.

Kate Mason spends up to 5 days a week managing SEN provision alongside her other duties as a Deputy Headteacher.

Assistant SENCO

Our assistant SENCO is Elena Waterfield.

They have almost a years' worth of experience in this role and have also worked as a class teacher at Ledbury Primary School for 12 years.

They are working towards their NPQSEN training from September 2026.

Class teachers

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

We have had a focus on supporting children with dyslexia recently.

Learning Support Practitioners (LSPs)

We have a team of 30 LSPs, including 5 higher-level teaching assistants (HLTAs) who are all trained to deliver SEN provision.

In the last academic year, the focus of training has been on Read, Write, Inc and using Clicker.

External agencies and experts

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

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

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

Tell us about your concerns.

We will invite you to a meeting to discuss them.

We will decide whether your child needs SEN support.



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

You can e-mail your child's class teacher or call the office to make an appointment to see them or the SENCO on 01531 632940

They will be in touch to discuss your concerns.

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

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

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register. They will then have an Individual Learning Plan (ILP) which will be shared with your child and yourselves.

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

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

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

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

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

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

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

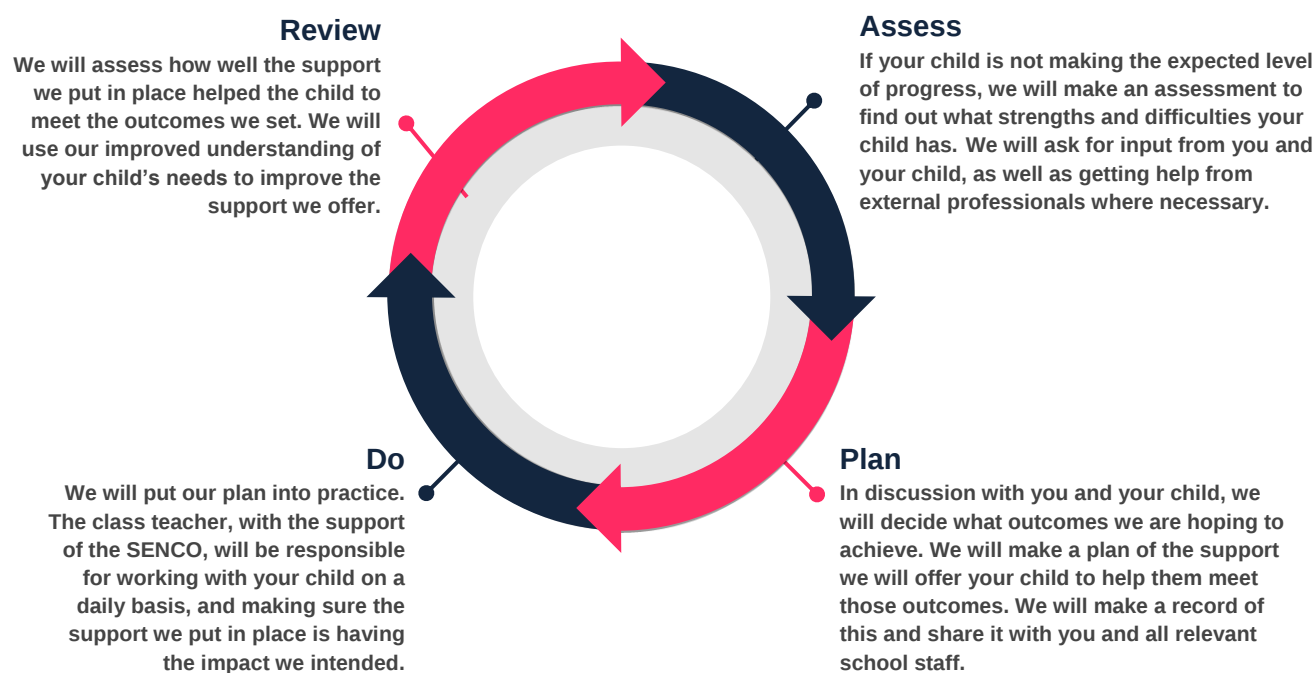
If your child does need SEN support, their name will be added to the school's SEND register, and an Individual Learning Plan (ILP) will be created for them in collaboration with you.

Learners fall behind in schools for many reasons. They may have been absent from school, they may have attended many different schools and not had a consistent opportunity to learn. They may not speak English very well, or at all. There may be a whole range of external factors that distract them from their learning. At Ledbury Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not making progress, we will always intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN. Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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**.



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

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

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

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

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

We will provide termly reports on your child's progress and we hold parents evenings at least twice a year, however we welcome you to contact school at any point to discuss your child's education.

Your child's class teacher will meet you three times a year during parents evenings, to:

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

The SENCO may also attend these meetings to provide extra support. Please note, the SENCO attends all parents evenings and you are welcome to make an appointment to see her as well as seeing your child's class teacher.

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.

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 survey

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

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as iPads, software eg clicker, coloured overlays, visual timetables, larger font, etc.
- LSPs will support pupils on a 1-to-1 basis when absolutely necessary, however we recognise that this is not always best practice and we will provide a high level of adult support in order that your child still becomes an independent learner and is not overly dependent on one particular adult.
- LSPs will support pupils in small groups when appropriate

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Sensory diet/Adaptations eg uniform
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope, scanning pens, use of clicker, precision teaching, Literacy Gold, TTRS,
Social, emotional and mental health	ADHD, ADD	Quiet workstation, movement breaks
	Adverse childhood experiences and/or mental health issues	ELSA, counselling, Alternative provision within school, Mentoring
Sensory and/or physical	Hearing impairment	Use of Soundfield System
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	
	Physical impairment	See accessibility policy

These interventions are part of our contribution to Herefordshire's local offer.

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

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

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

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

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

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

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

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part fully in school life, including being part of sports days, House Captaincy, school performances and Celebrations.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included. We are passionate about making sure LPS is fully inclusive.

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

When a child is applying to start our school in their Reception Year, all applications are made through Herefordshire Council. LPS operates an open and fair admissions procedure. Families can apply for a place for their child at any time in the school year and prospective pupils will not be discriminated against due to having SEN or a disability. For more information, please see our Admissions Policy.

13. How does the school support pupils with disabilities?

- Our school is fully inclusive, we actively prevent disabled pupils from being treated less favourably than other pupils as documented in our Accessibility Policy [here](#) which demonstrates how we:
 - Increase the extent to which disabled pupils can participate in the curriculum
 - Improves the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide

- Improve the availability of accessible information to disabled pupils

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:

- Pupils with SEN are encouraged to be part of the school council
- WEST is available in our school, this is a service from CAMHS.
- We provide extra pastoral support for listening to the views of pupils with SEN by providing ELSA, mentoring from LEAF and counselling from LEAF.
- We run an Additional/Alternative provision for pupils who need extra support with social or emotional development alongside LEAF.
- We have a 'zero tolerance' approach to bullying. Please see our Anti-bullying policy.

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 SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule a 'moving up day' with the incoming teacher towards the end of the summer term

Between schools

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

Between phases

Our Year 6 team, alongside our SENCO and the Headteacher liaise with the secondary school SENCO and Year 7 team. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

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

Paige Dalley is our designated teacher she will work with Kate Mason, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

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

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. We will always do our best to work with you to resolve any issues in a timely manner. If a complaint is not resolved after an initial meeting, it will then be referred to the school's complaints policy.

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

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

If you feel that our school has discriminated against your child because of their SEN, 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 called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

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

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

To see what support is available to you locally, have a look at Herefordshire's Local Offer. Herefordshire publishes information about the local offer on their website:

[Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[SENDIAS](#)

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN 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 SEN 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 (EHC) 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 SEN
- **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 that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages