

Long Clawson CofE Primary School



SEND Information Report 2025-2026

What are Special Educational Needs and Disabilities (SEND)?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. (SEND Code of Practice)

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn and engage in school life.

Examples might be:

- *behaviour* or ability to socialise (so, for example, a pupil with autism may struggle to make friends);
- academic learning (such as reading problems due to dyslexia);
- concentration levels (for example because they have ADHD);
- limitations in physical ability (such as handwriting difficulty due to DCD).

Special Educational Needs are often divided into 4 broad areas. These are: **Cognition and Learning** difficulties; **Speech, Language and Communication** difficulties; **Social, Emotional and Mental Health** difficulties and **Physical or Sensory** difficulties. In our school, we make provision to meet need in all 4 areas.

The Local Offer

The Local Offer for Leicestershire Local Authority – which offers support for parents from various agencies - can be found at: www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability

Our SENCo is Mrs Jenny Lamb.

She can be contacted by telephoning the school on 01664 822337

or e-mailing the office: office@longclawson.leics.sch.uk

Our Aim For Our Children With SEND

“Whatever you do, work at it with all your heart.”

At Long Clawson C of E Primary School, we want all our pupils to have the opportunity to achieve their full potential. This includes all our children with SEND. We aim to be an inclusive school, which means we try very hard to remove the barriers to learning for all pupils. We offer a broad and balanced curriculum and have high expectations for all the children in our care. Our staff have a wealth of experience in supporting children with diverse needs but we remain flexible and ready to try new approaches. We aim to work with you and your child to create an environment where they can flourish. As a Church of England school, we believe that all children are loved by God and we recognise and celebrate the uniqueness of all. Our small size, nurturing community and Christian ethos contribute to making all children feel valued as individuals.

Our curriculum and our extra-curricular programme – including trips and visits – is inclusive. Reasonable adjustments will be made to activities as necessary to ensure positive experiences. We may ask for your input in making sure that we have fully anticipated and accommodated your child's needs.

Our Policies

Our SEND policy sets out further information about our procedures regarding identification, monitoring and reporting for children with SEND.

Further policies of relevance are available on the website including: Accessibility Policy and Plan, Admissions, Anti Bullying, Behaviour, Equality, Health and Safety, Safeguarding, Attendance, Medication and Management and Intimate Care.

How do we identify children with SEND?

We aim to deliver high quality, adaptive teaching that meets the needs of all children within the classroom.

Teachers, support staff, parents/carers and the learner themselves will be the first to notice any difficulties. We monitor all children closely to ensure that they make an expected (or better) level of progress both socially and academically. If a child is not making the progress we would expect, if they are not matching their previously rate of progress or if the attainment gap to their peers is widening, the class teacher will talk to the parents or carers before consulting the SENCo and raising an 'initial concern'. Early identification is linked to better outcomes for children.

Where parents or carers have a concern about the progress of their child, they should raise the matter with their child's class teacher who will inform the SENCO. The child will be placed on the **SEND Monitoring list**.

Our Response - A Graduated Approach

Assess

Our response to this early concern involves further observation and liaison between the class teacher, parents and carers and the SENCO. We are working together to understand your child's strengths and their specific needs and to see what adjustments and provision can be put in place within the classroom.

Plan

Together, we put together a plan outlining the provision and targets outlining the impact that we hope to see.

Do

We run the plan for an agreed period of 6-8 weeks.

Review

At the end of the period, we review, evaluate and hopefully celebrate the progress that has been made. Where this additional provision has not led to improved progress, then the cycle begins again as we re-assess and explore alternative strategies.

This graduated approach of assess, plan, do, review is designed to ensure the most suitable provision for the individual as they move through the school.

After 2 cycles, if we are concerned that the child's needs are not being met, we will move the child to **SEND Support** and they will be placed on the **SEND Register**.

What type of support might be offered?

The support offered will seek to directly address your child's needs.

Adaptations may be made to:

- the environment (e.g. a sloping desk, a safe space)

- resources (e.g. pencil grips, talking tins, large print, simplified text)
- the task (e.g. adapted outcomes, chunking work into manageable steps, offering an alternative method of recording)
- lesson delivery (e.g. allowing extended processing time, further visuals)
- brain breaks or sensory circuits to promote concentration and alertness
- level of adult support available for prompting and scaffolding
- additional small group, paired or individual intervention.

All class teachers create a termly provision map which timetables additional support for individuals and small groups with a particular focus such as handwriting, social communication and phonics consolidation. This is reviewed at least termly to monitor progress and evaluate its effectiveness.

The SEND Register

Children on the SEND register are classed as SEND Support. This signifies that they will require a higher level of support in order to access the curriculum and make progress. This is formalised in a Pupil Passport which all parties work together to create. It brings together school, parent and pupil voice outlining what works well and where support is required. It also maps provision, interventions and targets. These are reviewed together termly as we continue to follow the cycle of Assess, Plan Do, Review.

At times, it is appropriate to seek additional advice from external agencies such as Autism Outreach, Oakfield Short Stay Special School or the Specialist Teaching Service. Children who are receiving external support or assessment are classed as being at **SEND Support Plus**. Where the school has received support from an external agency, we will be given advice and next steps which we will work to implement. This will be added into the Pupil Passport.

For children with the most significant level of need, the school can apply for Higher Needs Funding through SENIF (Special Educational Needs Intervention Funding) or by requesting 'statutory assessment' following which an EHCP (Educational Health and Care Plan) may be agreed. This generally leads to more specialist intervention and greater levels of support.

How do we evaluate the effectiveness of provision for children with SEND?

- Termly pupil progress meetings are held between class teachers and the headteacher. These cover all children and in particular where concerns remain.

- The SENCO is responsible for monitoring Provision Maps and Assess, Plan, Do, Review forms to ensure the planning and targets match the needs of the child.
- As teachers, we evaluate our provision at least termly considering impact and effectiveness. Where intervention lasts for less than a full term, such as a 6 week block of ELSA support, reviews will take place then.
- Data can be a further useful tool to measure progress and reflect upon effectiveness of provision.
- Parent and child feedback are also an important measure of effective provision. Questionnaires are sent out regularly to all parents. Parental input is also sought at review points.
- We also use participation in wider school events as a measure of effectiveness. Where we see: children with SEND representing their classmates on the school council; children who are word perfect on stage in our school production; children who are independent enough to go on a week's residential, we know that there has been growth for the individual.

Child Voice

At the centre of all our SEN provision is the child. We take time to listen to our children and we try hard to respond to their opinions and ideas. They are best placed to describe their responses, their needs and what they think is working well. Children with SEN often experience lower self-esteem than their peers. Being heard and having their ideas valued can be important in empowering and building confidence. It also promotes more active engagement for children who can be disillusioned with school.

We may gather the child's voice through an informal chat around a current intervention; through the creation of a one-page profile detailing their ambitions and preferred support or through their inclusion in planning meetings. It often depends on the age, the needs and the personality of the child.

How do we ensure smooth transitions?

We have a well-established transition programme for new Reception children including visits to our feeder pre-school and opportunities for the children to spend time in school at their taster sessions. Where our new starters have SEND, we will adapt our transition programme as appropriate to offer an enhanced, personalised transition.

When it is time for our older pupils to move on, we liaise with the SENCO at the new school to ensure a smooth transfer of information and a detailed description of need and existing provision. Children with an EHCP will have a formal Transition Review in the Autumn Term

of Y6 to discuss the necessary provision and support that they will need to ensure the smoothest transition to a new phase of education.

Most of our children go on to Priory Belvoir Academy in Bottesford [Belvoir - A Priory Academy - Home \(belvoiracademy.co.uk\)](http://belvoiracademy.co.uk). Their SENCO is Mrs E Frith.

Staff Training

Our teachers and support staff are caring and dedicated and will always endeavour to do their very best for the children they work with. We ensure that our knowledge is kept up to date with SEND training for individuals and for all staff at INSET. Over the last few years, we have had training in Trauma and Attachment, Autism Awareness Tier 2, Dyslexia Aware training, Dyslexia friendly Reading intervention, Anxiety, Social Communication Groups, Team Teach and Sensory Circuits.

To boost our support for children experiencing Social and Emotional difficulties, Mrs Scott is currently training to be our new ELSA (Emotional Literacy Support Assistant). She will offer sessions in half-termly blocks for children who have been identified as requiring this type of support.

Our SENCO keeps up to date with the local and national SEND picture through Learn-AT SEN Network meetings and through her own research and reading.

Families and Carers

We know just how important it is to work closely with parents and carers. The best outcomes are often a result of a positive relationship between school and home. We are a friendly and approachable staff and we really do welcome your input. We work hard to include parents and carers in the Assess, Plan, Do, Review Cycle with regular meetings together to discuss progress, review targets and agree next steps. Where there are concerns, we will schedule further meetings to share what is working well and trouble shoot if necessary.

In addition, children with EHC plans have person centred review meeting each year in order to share their achievements and progress and to discuss what is and isn't working.

We know the challenges of parenting children with SEND: the long and difficult road of finding appropriate support or going through the process of applying for an EHCP. We will offer all the support that we possibly can.

Responding to Concerns and Worries

You are always welcome to catch your child's teacher at the end of the school day or contact the office to arrange a meeting.

If you have further concerns, Mrs Lambert, our Executive Head Teacher, is always happy to discuss these. In the event of there being unresolved issues, Mr Matthew Hefferan, our designated SEND governor, is also contactable through the school office. There is information about our complaints procedure in the Policies section of our school website.

Parents and carers of children with SEND who require additional advice or support can contact SENDIASS: [SEND Information Advice and Support Service \(SENDIASS\) | Leicestershire County Council](#)

Services and Support

ADHD	https://adhduk.co.uk/
Dyslexia – information and advice	https://www.dyslexia.uk.net/ https://www.bdadyslexia.org.uk/
Leicestershire Parent Carer Forum	team@leicestershiresendhub.org.uk
Family Action	www.family-action.org.uk
Glebe House Project (Learning Disabilities and Autism 7+)	https://www.glebe-house.org.uk
Melton Borough Children & Family Wellbeing Centre Mowbray, LE13 0HN	Melton Borough Children & Family Wellbeing Centre, Venture House Asforby Road, Melton Mowbray, LE13 0HN, 0116 305 1060
National Autistic Society (Leicestershire Branch)	www.nas.org.uk
Autism – information and advice	https://www.autismeducationtrust.org.uk https://www.autism.org.uk/
SEN Advice line	0116 3056600 senaservice@leics.gov.uk
SENDIASS Information and Advice for families	https://www.sendiassleicestershire.org.uk/
IPSEA	https://www.ipsea.org.uk
Samaritans	www.samaritans.org
CAMHS	Urgent 08088003302 www.leicspart.nhs.uk
Speech, Language and Communication concerns	https://speechandlanguage.org.uk https://chatterpack.net/blogs/blog/list-of-free-speech-language-communication-and-send-resources-for-schools-and-parent-carers
Mental Health and well-being	https://www.place2be.org.uk/ https://www.youngminds.org.uk/
Beat – Eating Disorders	www.beateatingdisorders.org.uk
School Nursing Team	www.healthforkids.co.uk/leicestershire



The Graduated Approach at Long Clawson

Level 1: Monitoring

Lack of progress after 2 cycles of Assess, Plan, Do, Review.

Initial concerns noticed, discussed with parents and carers and shared with SENCO. Child placed on monitoring list. Plan and implement adjustments/adaptations/intervention.

Level 2: SEND Support

Lack of meaningful progress.

Child placed on SEND Register acknowledging greater level of adaptations required to access learning. Child, parents and staff work together to create Pupil Passport outlining need, provision and targets. Reviewed in joint meetings termly.

Level 3: SEND Support Plus

Continued lack of progress. Complex and enduring needs.

Referral to external agency for advice. Recommendations shared and adopted into pupil's provision.

Level 4: EHCP

Parents/Carers and SENCO may consider applying for Statutory Assessment which, if agreed by the Local Authority, can enable further specialist provision and adult support.