



Lea Community Primary School
SEN Information Report
2024-2025

Name of the Special Educational Needs/Disabilities Coordinator:

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The kinds of SEND we provided for:

Lea Community is a mainstream primary school that makes provision for children with a Special Educational Need and/or Disability (SEND) within each of the four categories identified in the 2014 code of practice.

The SEND Code of Practice describes the four broad categories of need:

1. **Communication and Interaction**
Some pupils experience difficulties when communicating and interacting with others. This can take several forms, for example, difficulties in sound production; limited use and understanding of words and phrases and/or underdeveloped skills in communicating with others.
2. **Cognition and Learning**
Some pupils face difficulties when learning. There are a number of reasons why some children find aspects of learning more challenging ranging from specific issues e.g. dyslexia or dyscalculia to wide ranging difficulties that can affect all areas of development e.g. poor memory skills or processing difficulties. Each child is treated as an individual and needs are met accordingly.
3. **Social, Emotional and Mental Health difficulties**
Some pupils require additional support with their personal development to overcome various Social, Emotional, and Mental Health barriers to their learning. We value a nurturing philosophy at Lea Community Primary School which underpins the way we understand and support each pupil.
4. **Sensory and/or Physical Needs**
Some pupils have physical and/or sensory needs which require the curriculum and environment to be adapted in order that they can fully access learning opportunities.

These four broad areas give an overview of the range of needs that can be planned for.

Lea's Aims for provision and inclusion:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum and the Early Years Foundation Stage (EYFS) in line with the Special Educational Needs Code of Practice
- Ensure all aspects of school life are accessible for every child, through academic, social and practical experiences
- Promote high aspirations and expectations for all pupils with SEND
- Promote independence, equality and consideration for others
- Ensure that we celebrate the wide range of pupils' achievement and that all children experience success regardless of SEND
- Create an environment in which individuals are valued, have respect for one another and grow in self-esteem
- Create a welcoming atmosphere for parents and provide advice, support and guidance

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

At Lea Community Primary School, the attainment and progress of all children is carefully tracked and monitored. This process is overseen by the Head Teacher who holds termly progress meetings with the class teachers to discuss each child's progress. On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons.

At Lea Community, we continue to develop a graduated approach to identify children who require additional support with their learning. The following pyramid explains our thinking:



At the base of the pyramid sits quality first whole class teaching and learning (including specific support and interventions for groups of children to address gaps in learning.) Only children who have an IPP or and EHCP (Education, Health, Care Plan) will be recorded on the Special Educational Needs register (SEN register.)

When concerns arise

If a parent has a concern about the progress of attainment of a child, this should initially be discussed with the class teacher. If the class teacher has a concern about a child, this should be discussed with the Special Educational Needs and Disabilities Co-ordinator (SENDCO.) A

graduated approach to overcoming difficulties is put into action. Children's needs are assessed by class teachers, the school SENCO and by other professionals from outside of school with parent permission. It may also be suitable at this point to involve the **Pastoral Lead** and/or **Specialist Teacher** for advice depending on the level and nature of need.

Pupils are placed on the SEN support register when it is agreed that they have areas that need support/intervention that is in addition to or different from the rest of the class. Regular dialogue between all staff involved and parents ensures the needs of the pupil are reviewed and progress is accelerated where possible.

Intervention

Intervention needs to be understood as two different terms: 'catch up intervention' and 'structured intervention.'

Catch up intervention could be explained as an opportunity for children who are slightly behind their peers to receive small group or 1:1 tuition with either the class teacher or teaching assistant. This intervention will be based on decisions teachers make on a daily basis. Children who are receiving a 'catch up intervention' will not be placed on the school's SEND register and will not need an IPP.

Structured intervention could be explained as an opportunity for children who have been identified as needing an IPP to receive additional support to 'close the gap' through longer term intervention. Children who are receiving structured intervention will be placed on our SEND register.



Individual Pupil Plan (IPP)

IPPs will be written for children who are identified as needing support additional to or different from the rest of the class. They will be reviewed and updated on a termly basis, with evaluations taking place in the second half of every term.

Reviewing in the second half of the term enables time to assess the impact of intervention and also to aid transition from term to term and year group to year group. New targets are then set and discussed with parents. The format of IPPs will be based on the '**Assess, Plan, Do, Review**' model. If a child is not making

significant progress within the school's tracking system, the class teacher will assess the child using PIVAT's 5 and this information will be used to create a specific and targeted IPP. Assessments identify gaps in learning and areas of difficulty, with structured intervention planned to support children to successfully close these gaps. Careful tracking will identify children's small steps of progress and this progress will be celebrated. At the end of each academic year, transition meetings between teachers are held. These allow teachers to pass on important information that supports our children with SEND and allows the next teacher to plan intervention and support from the beginning of Autumn term. This is key to a successful transition. IPP's are a working document with targets carefully matched to the needs and next steps of the individual child.

Education, Health Care Plans (EHCP)

Educational Health Care Plans are a legal document (more information about this can be found here: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/>)

An EHCP is for children who need more support than is available through SEN support. Children with an EHCP will have specific plans written for them by the local authority, informed by their individual needs and the advice of parents and professionals working with the child. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. A request for statutory assessment can be made by parents, school or other professionals and involves gathering all of the information about the needs of the child. The local authority will then decide whether to do a statutory assessment that will lead to the production of an Education, Health, Care Plan. This is usually a 20 week process.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

Pupil voice is of great importance and children are involved in every step of their learning. We discuss their individual targets and progress with them and make sure we celebrate their achievements with them, however big or small.

We encourage children with SEND to participate in their learning by:

*Asking the child if they would like to attend annual review meetings where they can discuss their learning.

*Asking the child to verbalise their feelings relating to their own strengths, what they are proud of and what they would like support with to improve.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

Parental involvement in school is highly regarded. We encourage parents and carers to share information about their child at parents' evenings, which take place twice a year. Teachers are available to discuss a child's progress with parents at additional times, when appropriate.

School use Class Dojo as a tool for day-to day communication between home and school and this proves very effective.

The school is committed to providing a specialist teacher who works alongside the SENDCo and teaching staff to assess and plan for children with SEND.

Induction for EYFS parents takes place in the Summer Term. Parents have a chance to meet their child's class teacher and share any information that they wish. Each year group also holds a 'welcome to the new year group' parent/carer meeting in the Autumn, where information about the year ahead is shared. Newsletters, class overviews, Class Dojo, the school Facebook page and the school website provide a range of information for parents. The local authority FIND newsletter is also available on the school website.

Parents/carers are notified early if we have any concerns and there is always a willingness to listen to concerns brought forward for discussion. The class teacher will explain to the parents/carers what additional support is being provided in class, in regards to adaptations to learning and interventions to support their child. Parents/carers of children with EHC plans

(Education, Health and Care Plans) contribute and take part in their child's Annual Reviews, completing a written report for the review; they also receive copies of all relevant paperwork concerning their child.

How will the curriculum be matched to my child/young person's needs?

Teachers are responsible and accountable for the progress and development of all the children in their class. High quality teaching is our first step in responding to children who have SEND. Our broad and balanced curriculum has been designed to be exciting, appropriate and accessible for all learners.

The class teacher, supported by the SENDCO, considers how the approaches to planning and teaching can be adapted to ensure that individual pupils' needs are met. The approaches may include:

- Differentiated teaching and support-including personal timetables, use of brain breaks/sensory breaks
- Providing additional resources or adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, personal visual timetables, now and next boards, pencil grips
- Providing ICT resources such as IDL, use of a laptop for recording written work, speech to text software
- Ensuring that the environment is suited to the child's needs
- Providing a range of ways to record learning
- Adapting our teaching eg. Giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, giving small step instructions, using visual prompts to emphasise verbal instructions

How accessible is the school environment?

Lea Community is a one tiered building and has ramp entrances at the main entrance. There are disabled toilet facilities available within the school building and the Nursery building. The school is currently undergoing building work as we expand to a two form entry school. The Modular Building is accessed via a ramp and also has a disabled toilet.

The Governors and staff of Lea Community are committed to inclusion and to the adaptations necessary to ensure that parents, pupils, staff and other visitors to school have as little difficulty as possible in accessing the building. The school seeks advice from professionals such as physiotherapists and occupational therapists to support children to be able to access the building and grounds and to be fully involved with school life as and when appropriate.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

Lea Community Primary is devoted to providing resources required for children with SEND and ensure that recommendations from specialists are in place wherever possible. This may be advice received from an Educational Psychologist, Occupational Therapist, Speech and Language therapist, Community Paediatrician, Counsellor, Visual/Hearing Impairment Specialist or other professional.

Over a number of years, the school has acquired a wide range of resources to aid children in their learning, the development of their fine and gross motor skills, plus opportunities to

develop social interaction. Children's needs are assessed as individuals and teachers and support staff are guided by professional's recommendations.

Pupils with EHCPs have provision listed clearly in their plan which is met by internal and external sources. EHCPs are reviewed annually, including the level of support required and its impact. All relevant parties are involved in the review process.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

We strive to ensure a high level of communication with parents so that you feel well informed about what is happening in school and how your child is progressing. This includes parents' evenings, open evenings and annual reports. We encourage parents to be part of the progress their child makes and advise them where necessary of how to support this at home. We have an 'open door policy' and class teachers and the SENCO are always happy to meet with parents at a mutually convenient time.

Parents of those with IPP targets will have these shared with them three times a year (additional appointments can be made during the school year should they be required.)

Parents of children with EHCPs will also have annual reviews where annual targets will be reviewed with the class teacher, SENCo, Local Authority Case Manager and any other professionals involved in their child's care. In these meetings we discuss the child's progress against their targets and decisions about future provision is jointly agreed.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

Lea Community is dedicated to continually developing our staff's knowledge and understanding in order to better support the children they are directly working with.

Staff members have had training in a range of areas including ACE's, attachment, Performance Indicators for Value Added Target Setting (including Personal, Social, Emotional Development) and Sensory Processing.

The SENDCO attends regular network meetings through the local authority to ensure school remains up to date and aware of developments in SEND, training and services available and best practice.

Prior to a new pupil with special educational needs starting school, we endeavour to find out as much information from their parents/carers and previous school/nursery as we can, in order to have provision in place.

The school employs a specialist teacher who provides guidance for all our teachers, assesses specific needs, provides resources and advice and supports the SENCO in providing for all children with SEN support or EHC plans.

We also have a dedicated pastoral lead who has a wealth of experience in supporting families and children.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

We recognise that transitions can be difficult for a child with SEND. The school SENCo works alongside the class teacher and Pastoral Lead to ensure that any pupil with SEND has the best possible transition from one setting to the next. This may be supporting parents who have requested transfer to specialist provision by accompanying them on visits or attending meetings. We take steps to ensure that transition from year group to year group or from one key stage to another is as smooth as possible. The transition to high school is carefully planned with the needs of the children at the centre of our thoughts. The year 6 teacher and where appropriate the SENDCO/Pastoral Lead) attends transition meetings with high school staff and ensures details regarding SEND are passed on. Moving on to secondary school can be an exciting but daunting time for all children so at Lea Community Primary School we ensure that children are well-prepared for the transition. We have good links with the local Secondary Schools. Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to secondary education. The Pastoral lead can help support in these extra transition meetings.

Transferring to our school will involve clear communication between schools to share information.

When moving year groups, teachers are given time to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEN. All children are given the opportunity to spend a morning with their new class teacher and in their new classroom. Where necessary, children with SEN make extra visits to their new classroom, are supported by social stories and are given photo books of their new classroom, teacher and any other adults that will be supporting them.

How will my child/young person be included in activities outside the classroom, including school trips?

Some year groups organise educational visits related to the curriculum areas and visitors are invited into school to enhance the children's learning. All children have the opportunity to participate fully on educational visits, with provision being made for them should there be need. The Foundation Stage and year one have the opportunity to access their classes' own outdoor provision.

Children have the opportunity to become involved in sporting activities outside of the school environment and to compete against other schools in the local area and wider afield. Lea Community prides itself on the wide range of extra-curricular opportunities available to all of our learners ranging from theatre trips, Young Voices Concerts to dancing and a range of sport.

What support will there be for my child/young person's overall well-being?

Lea Community Primary School has a nurturing ethos. The whole school has been trained on ACE's and attachment. The school strives to develop and support the positive wellbeing our all our pupils. The school employs a full time Pastoral Lead, Mrs Christine Green, who supports families and children going through difficult times, liaising with outside agencies, providing a listening ear, ensuring barriers to learning for our children are minimised through sensitive and effective intervention and accessing support where necessary. Mrs Green offers a 'menu of intervention' which teachers can refer children to access ranging from friendship groups to

emotional regulation sessions. The pastoral lead has been trained in mental health first aid and the Thrive Approach and is available to support children with social, emotional and mental health needs.

The school has a School Council, with children elected by their peers from all classes who are there to listen to the needs of the children and present these to the Senior Leadership Team, the teachers and support staff.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

Lea Community Primary School regularly and carefully monitors and evaluates the quality of provision we offer all pupils. The Senior Leadership Team meet weekly and SEN provision is a standing item. Pupil progress is monitored on a termly basis in line with the SEN Code of Practice between the SENCO, class teacher and Head teacher. The SENCO discusses interventions with the relevant class teachers and teaching assistants to identify the effectiveness of the interventions and to decide if further support or referrals to outside agencies are needed. This promotes an active process of continual review and improvement of provision for all pupils. SEN provision and interventions are recorded within each class teacher's termly pupil progress meeting.

Parents are kept informed, as previously mentioned, throughout the year.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

As a school, we have strong links with a range of education, health and social care professionals who can support the process of assessment, target setting and ensuring the needs of children with SEN are appropriately met.

We work on a regular basis with the following:

- Specialist Teacher
- Educational Psychologist
- Speech Therapists
- Visual Impairment/ Hearing Impairment team
- Physiotherapists
- Occupational Therapists
- Ophthalmologists
- Social Workers
- School Nurse
- Inclusion team officers
- Lancashire Inclusion Services
- CAHMS
- Local Authority Case Workers
- Children and Families Wellbeing Services
- Child Action North West
- SENDCo's from local Nurseries and High Schools

- Information, Advice and support <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support/>

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

At Lea Community Primary School, we are committed to working in partnership with parents and carers to meet the needs of the children in our school.

If parents have questions or concerns about the provision for a child with SEN, in the first instance we would encourage them to contact the child's class teacher. Should they then wish to discuss the concerns further, they should contact the Senior Leadership Team, the SENCO, or the Headteacher.

In the unlikely event that a concern is not resolved, then please contact our Chair of Governors in line with our 'Complaints' policy and procedure.

Lea Community works very hard to demonstrate an open door policy with all staff available to talk to parents at a mutually convenient time. Staff are also contactable on Class Dojo.

Where can I find the contact details of support services for the parents of children/young people with SEND?

Our school website has a link to the FIND newsletter to the website which can be found here:

<https://www.leacp.lancs.sch.uk>

[IAS is available for parents to access additional information, support and advice.](#)

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support/>

Where can I find information on where the local authority's local offer is published?

Our Local Offer - <https://www.leacp.lancs.sch.uk/local-offer-and-sen-information-report/>

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>