



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 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.

Deputy SENDCO

Our Deputy 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 has recently completed 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 Deputy 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
- Colourful Semantics
- Zones of Regulation
- Sensory Support Strategies
- Sensory Circuits
- Type 1 Diabetes Pump Training
- First Aid
- Epilepsy basic awareness
- Diabetes Management Training
- Adaptive Teaching
- Therapeutic Thinking
- Behaviour Management including De-escalation and scripted language
- Attention Autism

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)

Spring Lane has a team of Support Staff working across Nursery to Year 6. Teaching assistants work alongside teachers to support pupils' access to high-quality teaching and to deliver targeted interventions and additional provision where this has been identified as appropriate.

Staff have experience and training across a range of areas of SEND. This includes support for communication and interaction, cognition and learning, social, emotional and mental health needs, sensory and physical needs, phonics, reading and mathematics, alongside individual medical and care needs.

Interventions and additional support are selected according to individual need rather than simply because a pupil has been identified as having SEND. Provision is monitored and reviewed to determine whether it is having the intended impact.

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.

Lions Provision

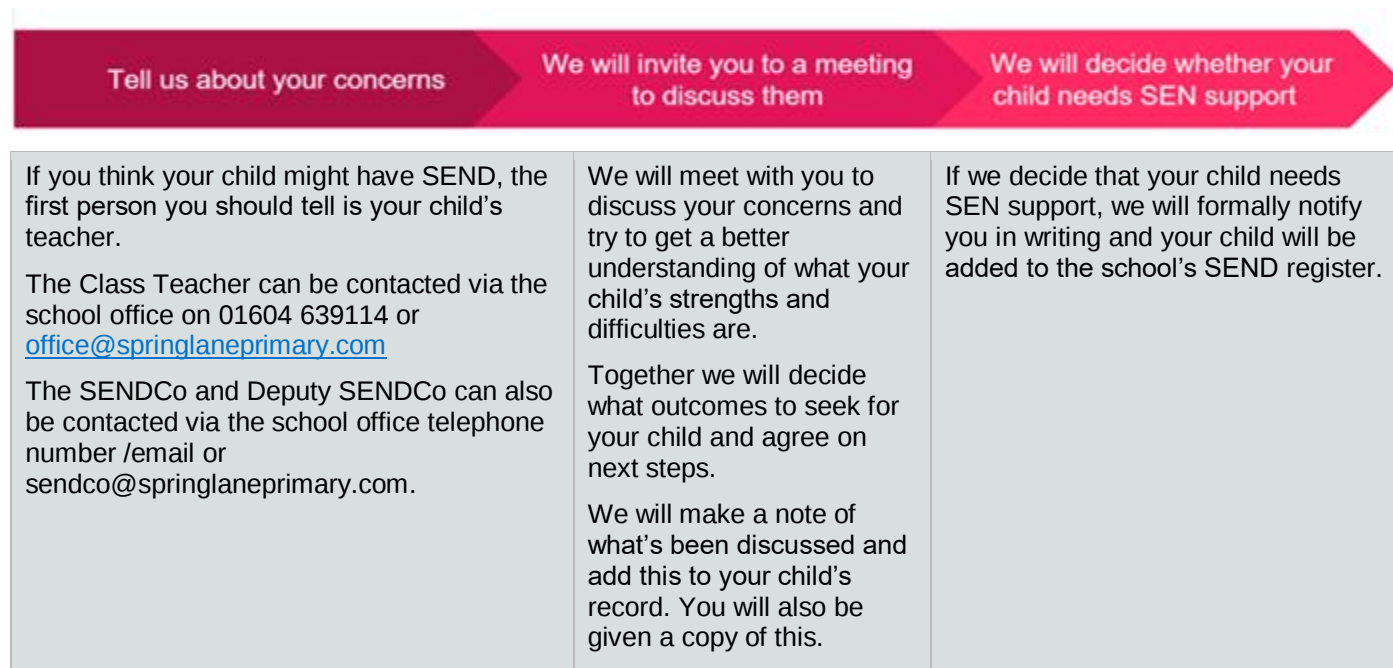
The Lions Provision is staffed by 1 specialist teacher and 4 SEND Teaching Assistants, providing a high-ratio, structured environment for 10 children with significant communication and interaction needs. Children access a full day of specialist teaching, small-group learning, and targeted interventions delivered within the room, including ELKLAN-informed language work, Colourful Semantics, Sensology, Bucket Therapy, TacPac, Time to Talk, Zippie's Friends, and fine and gross motor development programmes. The provision is closely monitored by the SEND team, ensuring that interventions, progress, and daily practice remain aligned with EHCP Section F outcomes and meet specialist-level needs. This enhanced staffing and oversight enable consistent language modelling, predictable routines, and personalised support that strengthen communication, emotional regulation, social interaction, and early academic skills within a nurturing, language-rich environment.

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:

- SEND Specialist teachers and Inclusion, Intervention Support Team (IIST)
- Educational Psychologists
- Occupational Therapists, Speech and Language Therapists or Physiotherapists
- Health visitor (under 5s)
- GP's or Community Paediatrician Team
- School nurses/ 0-19 Team
- Mental Health Support Team (MHST)
- Child and adolescent mental health services (CAMHS)
- Kids Aid Practitioners
- Play Therapists
- Holistic Approach to Reducing Permanent Exclusions and Suspensions (HARPS)
- School Attendance Support Officers (SASO)
- Children's Diabetes Service
- Children's Epilspy Service
- Northamptonshire Hearing and Vision Specialist Team (HVST)
- SENDIAS
- Local NHS services
- Multi-agency safeguarding hub (MASH)
- Social Services
- Family Centres

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



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

At Spring Lane Primary School, we recognise that every child is unique and that children may require different levels of support at different stages of their education. We aim to identify additional needs as early as possible so that appropriate support can be put in place promptly.

Our approach is based on early identification, high-quality inclusive teaching, regular assessment and close partnership with children, parents and carers.

Initial Assessment

When your child joins our school, we assess their skills, abilities and levels of attainment to establish their individual starting points. Where possible, we use information provided by previous schools, nurseries, early years settings, parents, carers and other professionals already involved with your child.

If your child has a disability, we will consider the reasonable adjustments required to enable them to access learning, participate in school life and be included alongside their peers.

Where appropriate, we may seek advice from external professionals and services, including Occupational Therapy and Physiotherapy. Professionals may visit the school to help us consider whether the environment, equipment, resources or provision should be adapted to meet your child's needs.

Monitoring Progress in School

All teachers are responsible for identifying and responding to the needs of pupils in their class. Teachers continually assess children's learning, development and wellbeing and monitor whether they are making expected progress.

We look particularly carefully at children who are:

- Making significantly slower progress than their peers from a similar starting point
- Not matching or improving upon their previous rate of progress
- Not closing attainment or developmental gaps despite appropriate support
- Experiencing a widening gap between themselves and their peers
- Experiencing persistent difficulties with communication, interaction, emotional regulation, sensory processing, physical development or learning
- Finding it difficult to participate fully in classroom learning or wider school life

Progress is considered broadly. We do not look only at academic attainment. We also consider communication and interaction, social development, emotional wellbeing, independence, physical and sensory needs and the child's ability to access learning.

Slower progress or lower attainment does not automatically mean that a child has SEND.

First Teaching and Early Support

When concerns are identified, the first response is high-quality inclusive teaching that is adapted to meet the child's needs.

The teacher will consider what may prevent the child from making expected progress and will make appropriate reasonable adjustments and adaptations.

This may include:

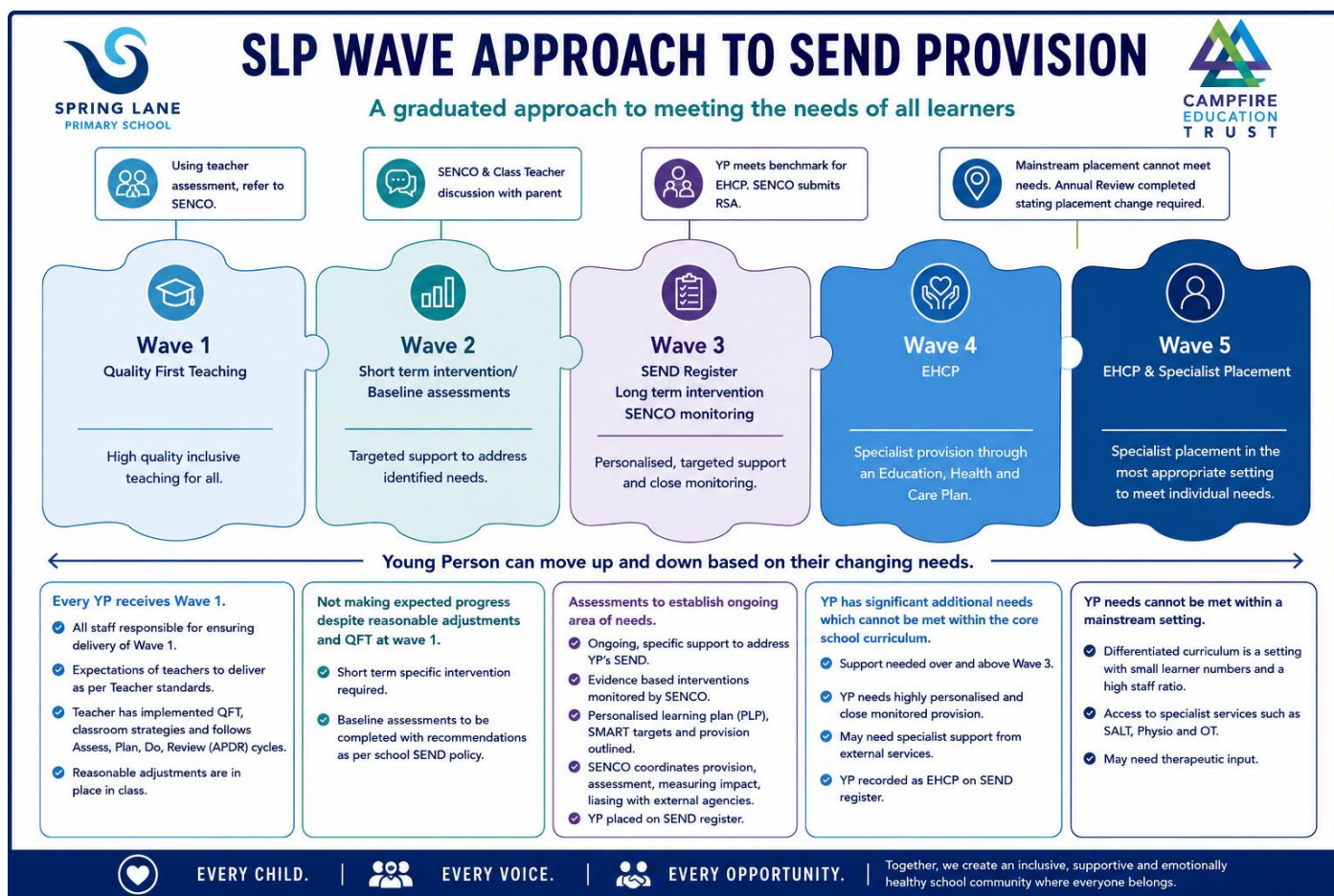
- Adapted teaching
- Scaffolding within lessons
- Small group or individual support
- Adapted resources
- Changes to the classroom environment
- Visual prompts and communication support
- Additional opportunities for practice and consolidation
- Specific evidence informed interventions
- Support for social, emotional, sensory or communication needs

The effectiveness of these strategies will be monitored and reviewed.

Our Graduated Approach to SEND Provision

At Spring Lane Primary School, we use a graduated approach to identifying and meeting children's additional needs.

Our SLP Wave Approach to SEND Provision provides a clear framework showing how support increases according to the individual needs of the child.



Children do not necessarily move through the waves in one direction. Provision is responsive to individual needs, and children can move between different levels of support as their needs change.

Wave 1: Quality First Teaching

Every child receives Wave 1 provision.

The class teacher is responsible for providing high quality, inclusive teaching and ensuring that reasonable adjustments are made where required.

Teachers use assessment, classroom strategies and the Assess, Plan, Do, Review process to respond to individual needs and monitor progress.

Wave 2: Short Term Intervention and Baseline Assessment

Where a child is not making expected progress despite appropriate adjustments and Quality First Teaching, additional targeted support may be introduced.

This may include a short term, specific intervention and further assessment to understand the child's needs and establish appropriate next steps.

Parents and carers will be involved where concerns continue and further assessment or support is required.

Wave 3: SEND Support

Where assessment identifies an ongoing area of need and a child requires provision that is additional to or different from that ordinarily available within the classroom, the SENDCO will become more closely involved.

The child may be identified as requiring SEN Support and placed on the school's SEND register.

A Personalised Learning Plan, known as a PLP, will be developed. This will identify the child's needs, intended outcomes, appropriate strategies, interventions and provision.

The SENDCO will coordinate provision, monitor progress and impact and, where appropriate, liaise with external professionals.

Wave 4: Education, Health and Care Plan

Some children have significant and complex needs which require highly personalised provision and support beyond the school's ordinarily available SEND provision.

Where appropriate, the school and family may consider whether an Education, Health and Care needs assessment should be requested from the Local Authority.

Where an Education, Health and Care Plan, known as an EHCP, is issued, the school will work with the child, parents, carers, the Local Authority and relevant professionals to deliver and review the provision identified within the plan.

Wave 5: EHCP and Specialist Placement

For a small number of children, despite appropriate support, assessment and intervention, their needs may not be able to be met appropriately within a mainstream setting.

Where this is the case, discussions may take place with parents, carers, the Local Authority and relevant professionals regarding the most appropriate educational provision.

Any consideration of a change of placement for a child with an EHCP would take place through the appropriate statutory review and Local Authority processes.

Referral to the SEND Team

If your child continues to make limited progress despite appropriate teaching, adjustments and intervention, the class teacher may make a referral to the school's SEND team.

Parents and carers will be involved in this process. We want to develop a clear picture of your child as a whole, including their strengths, interests, achievements and areas where they may require additional support.

We will also consider relevant information about your child's development and experiences outside school where this may help us understand their needs.

The SEND team will consider the next most appropriate steps. These may include:

- Further assessments
- Classroom or playground observations
- Additional targeted intervention
- Changes to existing classroom strategies
- Discussion with the child
- Consultation with parents and carers
- Advice from external professionals
- Referral to an appropriate external service where necessary

Our discussions will ensure that everyone has a shared understanding of your child's strengths and needs, that your views and your child's views are considered and that agreed outcomes and next steps are clear.

SENDCO Involvement

The SENDCO may observe your child during lessons, interventions, social times or playtimes and will discuss their learning, development, behaviour and progress with relevant members of staff.

Assessment will consider your child's individual starting point and development rather than relying on a single test or measure.

The SENDCO will also seek your child's views in an age appropriate and accessible way. We believe children should be involved in decisions about the support they receive wherever possible.

Where appropriate, the SENDCO may seek advice from external professionals and specialist services. These may include:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Specialist teaching services
- Educational Psychology
- Child and Adolescent Mental Health Services
- Relevant health professionals
- Other education, health or social care professionals

The SENDCO may also access appropriate advice, services and professional pathways available through the West Northamptonshire SEND Local Offer.

Where further specialist assessment may be appropriate, this will be discussed with parents and carers and the relevant referral pathway will be followed.

Following assessment and review, the SENDCO will determine, in consultation with parents, carers, teachers and the child where appropriate, whether the child requires SEN Support.

Where a child is identified as requiring SEN Support, parents and carers will be informed, and the child will be recorded on the school's SEND register.

Supporting All Children

We place children and their families at the centre of decisions about SEND provision.

We recognise that difficulties with learning, behaviour, attendance or emotional wellbeing do not automatically mean that a child has SEND.

We consider whether there are other circumstances that may be affecting a child temporarily, including bereavement, family circumstances, illness, changes at home or school, attendance and other significant life events.

Particular care is taken when identifying SEND for children who speak English as an additional language. Difficulties associated solely with learning English are not considered to be SEND.

We also consider children's age and developmental stage, including whether they are younger within their year group.

The identification of SEND is therefore based on a broad range of evidence and professional judgement rather than one assessment or characteristic.

Assess, Plan, Do, Review

Where a child receives SEN Support, we follow the graduated Assess, Plan, Do, Review cycle.

Assess

We develop a clear understanding of the child's strengths and needs using assessment information, observations and the views of the child, parents, carers, teachers and relevant professionals.

Plan

We agree with the outcomes we want the child to achieve and identify the support, strategies, reasonable adjustments and interventions that will help them work towards these outcomes.

Do

The agreed support is implemented. The class teacher remains responsible for the child's learning and progress, including where interventions involve other members of staff.

Review

We review the effectiveness of the provision, consider the child's progress towards their agreed outcomes and decide whether support should continue, change, increase or reduce.

Personalised Learning Plans

For children receiving SEN Support, the Assess, Plan, Do, Review process is recorded through a Personalised Learning Plan, known as a PLP.

The PLP identifies the child's individual needs, agreed outcomes, strategies and provision.

PLPs are formally reviewed three times during the academic year, in December, April and July, with parents and carers invited to participate in the review process.

However, support is not limited to these formal review points. Provision can be reviewed and adjusted earlier where a child's needs change or where assessment shows that a different approach is required.

We work collaboratively with professionals across education, health and social care where appropriate to ensure that provision remains responsive to the individual child.

Transition and Children with Existing SEND Needs

Where a child joins Spring Lane Primary School with previously identified SEND, we will work closely with their previous setting, parents, carers and relevant professionals to support a successful transition.

This includes children who:

- Were receiving SEN Support at their previous setting
- Are already known to specialist or external services
- Have existing personalised plans or professional recommendations
- Have an Education, Health and Care Plan

We will review the information provided and ensure appropriate support and reasonable adjustments are in place from the earliest possible opportunity. The SEND Team will meet with parents/carers to complete a detailed analysis of needs as well as obtaining information from the feeder setting.

Children with an existing EHCP will continue to receive provision in accordance with their plan, subject to the relevant statutory processes.

Our aim throughout is to identify and understand each child's needs as early as possible and ensure they receive appropriate support to participate, learn, develop and achieve alongside their peers.

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 are as follows:**

School-based SEN provision	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. The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.
Education, health and care (EHC) plan	Pupils who need more support than are 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.

	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). On the census these pupils will be marked with the code E.
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5. How will the school measure my child's progress?

At Spring Lane Primary School, we carefully monitor the progress of all children with SEND to ensure that the support they receive is appropriate, effective and responsive to their individual needs.

We follow a graduated approach to meeting SEND needs. This is a continuous four-part cycle of Assess, Plan, Do and Review. It enables us to identify and understand a child's needs, plan appropriate provision, monitor their response to support and review the impact it is having.

Understanding SEND Ranges and Ordinarily Available Provision

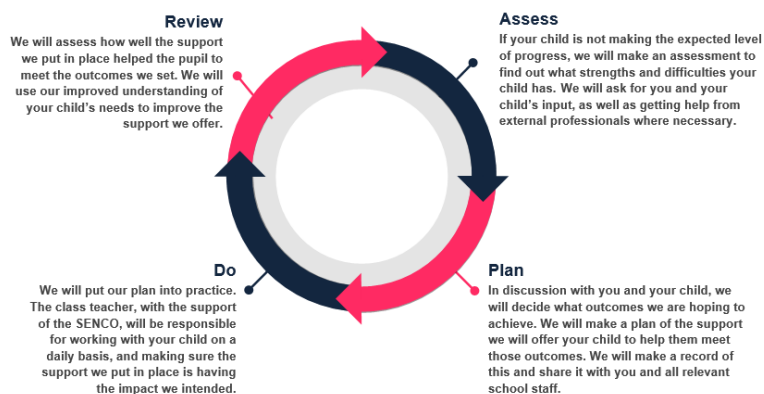
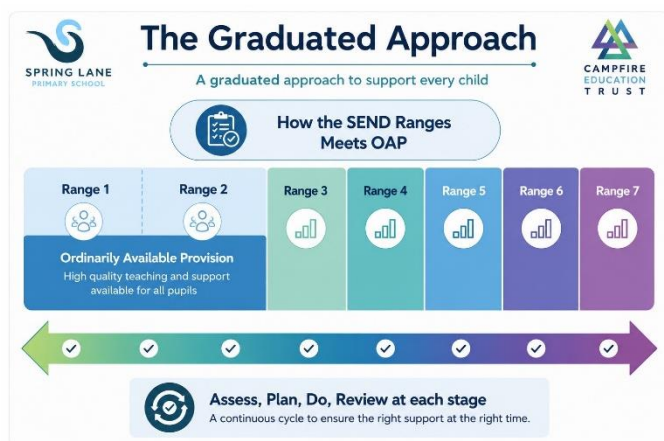
West Northamptonshire uses SEND Ranges as a framework to support schools in identifying and understanding the level and complexity of a child's special educational needs. The ranges help inform assessment, planning and review and support a consistent approach to identifying the provision a child may require.

Ordinarily Available Provision, known as OAP, describes the teaching approaches, reasonable adjustments, resources, strategies and interventions that mainstream schools are ordinarily expected to provide to meet a wide range of additional needs.

At Spring Lane Primary School, we use the SEND Ranges alongside our Ordinarily Available Provision, ongoing assessment and professional judgement to help us identify needs and provide the right support at the right time.

A child's individual needs are always at the centre of our decision making. The SEND Ranges support this process but do not replace individual assessment or professional judgement. Provision is adapted as a child's needs and progress change.

Our graduated approach illustrates how SEND Ranges and Ordinarily Available Provision work alongside the Assess, Plan, Do and Review cycle.



Assess

We gather information from a range of sources to develop a clear understanding of your child's strengths, needs and starting points. This may include teacher assessment and tracking information, classroom observations, discussions with your child and parents or carers, relevant assessments and checklists and, where appropriate, information from external professionals.

When we introduce a specific intervention, we will normally complete a baseline assessment before it begins. This gives us a clear starting point so that we can measure the impact of the intervention and determine whether it is helping your child to make progress.

Assessment considers the whole child. This includes academic progress as well as communication and interaction, social and emotional development, sensory and physical needs, independence, participation and preparation for adulthood where appropriate.

Plan

Using the information gathered through assessment, we agree with the outcomes we want your child to achieve and identify the support required.

For children receiving SEN Support, this is recorded through a Personalised Learning Plan, known as a PLP. The PLP identifies appropriate targets, strategies, interventions, reasonable adjustments and provision.

Targets are specific to the individual child and, where appropriate, are SMART: Specific, Measurable, Achievable, Relevant and Time bound.

Parents and carers, the child, class teacher and SENDCO contribute to this process as appropriate so that there is a shared understanding of the outcomes we are working towards.

Do

The agreed support and interventions are put into place. The class teacher remains responsible for your child's progress and development, including where additional interventions are delivered by teaching assistants or other members of staff.

Teachers and support staff monitor how your child responds to the provision and gather evidence of progress through assessment, observation, children's work, intervention records and engagement with learning.

Where external professionals are involved, their advice and recommended strategies will be incorporated into provision where appropriate.

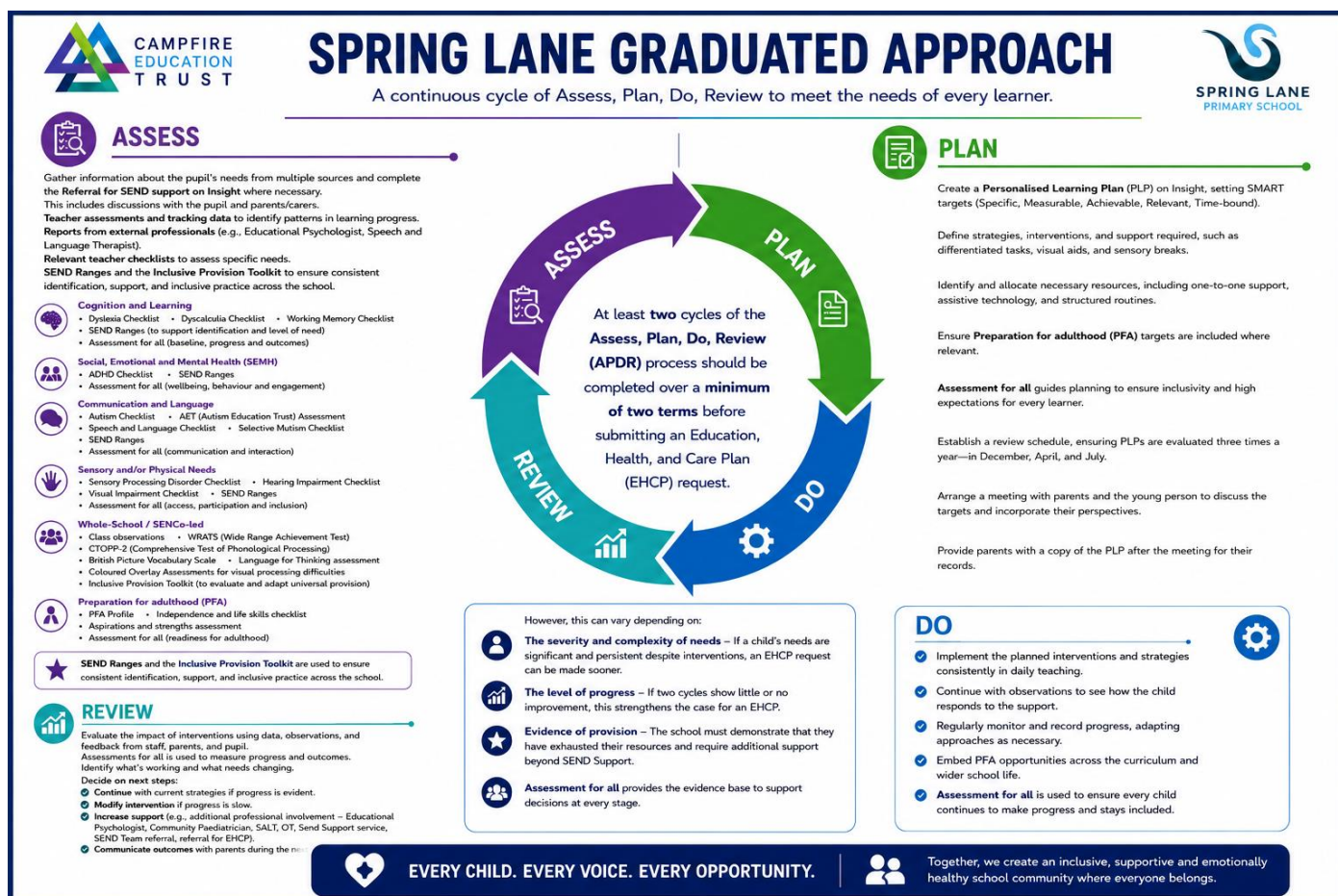
Review

We review the impact of the support provided and your child's progress towards their agreed outcomes.

We consider assessment information, observations, the impact of interventions, progress towards PLP targets and feedback from your child, parents, carers, teachers and other professionals where appropriate.

For children receiving SEN Support, PLPs are formally reviewed three times each academic year, in December, April and July. Parents and carers are invited to participate in these reviews, and the child's views are included in an appropriate and accessible way.

The findings from each review inform the next cycle of assessment and planning.



What happens following a review?

If the review shows that your child is making good progress, we will consider whether the current provision should continue, be adapted or, where appropriate, be gradually reduced.

If your child continues to require additional support, the Assess, Plan, Do and Review cycle will continue. Targets, strategies and provision will be revisited and refined according to your child's progress and changing needs.

Where progress remains limited despite appropriate and sustained support, the SENDCO may seek advice or assessment from relevant external professionals and consider whether further or more specialist provision is required.

For children with an Education, Health and Care Plan, known as an EHCP, progress towards the outcomes identified within the plan will also be monitored and formally considered through the Annual Review process.

Through this continuous process, we aim to ensure that every child receives the right support at the right time and that decisions about provision are based on clear evidence of their individual needs, progress and response to support.

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

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

As part of your child's Personalised Learning Plan (PLP) 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](#)

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 every year they are at our school.

We will differentiate, scaffold or 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:

- Differentiating 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 laptops, coloured overlays, visual timetables, larger font, etc.
- Class teachers, Teaching Assistants and sometimes SENDCOs may all work with pupils with SEND in small groups or on a 1-to-1 basis where timetabled and/or appropriate

AREA OF NEED	CONDITION	HOW WE MAY SUPPORT THESE PUPILS
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Communication and interaction	Autism spectrum condition	• Attention Autism • Social Stories and comic strip conversations • Widgets -symbols based communication. • Intensive Interaction • Zones of regulations • Sensology • Tac Pac
	Speech and language difficulties	• ELKAN Speech and Language Practitioner • Language for Thinking • Colourful Semantics
Cognition and learning	Specific learning difficulties, including	Dyslexia: • Phonics-based programs: Structured literacy approaches like Read Write Inc and Nessy Reading and Spellings.

	dyslexia, dyspraxia and dyscalculia	• 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. Dyspraxia: • 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. Dyscalculia: • 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.
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	Moderate learning difficulties	- 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	- 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	- 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	- Trauma-Informed Practice - Emotion Coaching - Zones of Regulation - Mental Health Support Team

Sensory and/or physical	Hearing impairment	- 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	Accessible Learning Materials - 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 Classroom Adaptations - 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	- 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	• 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
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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:

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

- Day to day learning walks by SLT
- Reviewing the impact of interventions after a clearly defined number of weeks
- Using pupil questionnaires
- Monitoring by the SENDCO and Inclusion Lead
- Using provision maps on Insight to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- CET Evaluation reports or School Improvement visits (requested by the school as part of their monitoring)

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 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.

- **OPAL: Outdoor Play and Learning.** Our OPAL approach provides inclusive play opportunities for all children, enabling pupils with SEND to play, explore and participate alongside their peers. Activities and the play environment are adapted where needed so that children can access the same opportunities, supporting social interaction, communication, friendships, independence, physical development and a sense of belonging within the school community.
- **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?

Spring Lane 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 Personalised Learning Plans (PLP's) 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.

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.

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 discriminated against your child because of their SEND, 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

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.

Mediation Services:

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

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?

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:

[West Northants SEND IASS |](#)

Local charities that offer information and support to families of children with SEND are:

Organisation	Who they are and how they can help	Website
SENDSational Families CIC	Northamptonshire organisation was created by SEND parents. Provides well-being support, workshops and activities for parents and carers raising children with SEND. A formal diagnosis is not required.	SENDSational Families CIC Join Wellbeing & Community Initiatives
West Northants Voices in Partnership	Parent Carer Forum for West Northamptonshire. Represents the views and experiences of parents and carers of children and young people with SEND.	WNVP West Northants Voices in Partnership
SENDIASS West Northamptonshire	Provides free, confidential and impartial SEND information, advice and support to children, young people and their parents or carers.	West Northants SEND IASS

Home Start	Provides free practical and emotional support to families with young children who may be experiencing difficulties or family pressures. The West Northamptonshire Local Offer lists the Northampton service.	Home-Start West Northants Because childhood can't wait
Autism East Midlands	Provides specialist autism services and family support. It has a local presence in Northampton.	https://www.autismeastmidlands.org.uk/
Spectrum William Street	Northampton organisation supports people with learning disabilities through activities, life skills and opportunities for greater independence.	Spectrum Northants Limited – Skills Training & Education Resource Centre
Northampton Hope Centre	Local charity supports people and families experiencing hardship, poverty and homelessness.	Homelessness, Hunger, Hardship Support Northampton Hope Centre
Family Fund	National charity providing grants to families raising disabled or seriously ill children and young people.	Family Fund - Helping Disabled Children
National Autistic Society	Provides autism information, advice, guidance and resources for autistic children, young people and their families.	National Autistic Society
YoungMinds	Provides mental health information, advice and resources for children, young people, parents and carers.	YoungMinds Mental Health Charity for Children And Young People Young Minds

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

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

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, which 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.