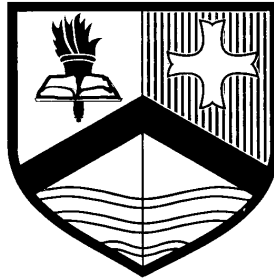


# Scraptoft Valley Primary School



## Special Educational Needs and Disabilities (SEND) Report

### Mission Statement

Working together to give every child an excellent education  
in a caring environment

Draft completed June 2025 – Approved by Governors'

To be ratified by Governing Body – 2<sup>nd</sup> October 2025

Review Date – June 2026

Special Educational Needs Co-ordinator: Miss Chloe Ledger, Assistant Headteacher and SENCo

National Award for SEN Co-ordination- completed October 2017

Contact Details: FAO SENCo email: [admin@scraptoftvalley.leicester.sch.uk](mailto:admin@scraptoftvalley.leicester.sch.uk) or Tel: 0116 241344

**How does the school know if pupils need extra help?**

Regular Pupil Progress meetings are held where there is a discussion around every child's progress. Progress is monitored closely and individuals are highlighted for extra support, interventions or further assessments where expected progress is not being made. Pupils are identified as having a learning difficulty if they have significantly greater difficulties in learning than the majority of pupils of the same age. Pupils are not regarded as having a learning difficulty solely because their home language differs from the language in which they are taught. All our teachers provide Quality First Teaching and any child who needs educational provision which is additional to or different from this will have their needs assessed.

**What should I do if I think my child may have Special Educational Needs?**

If you think that your child may have special educational needs or a disability (SEND), or are concerned about their progress, you can make an appointment to speak to the class teacher in the first instance. If the school decides, after consultation with parents, that a child requires additional support to make progress, the Special Educational Needs Co-ordinator (SENCo), in collaboration with the Class Teacher, will support the assessment of the pupil and have an input in planning future support. The Class Teacher will remain responsible for planning and delivering individualised programmes. Parents will be informed of the action and results in a follow up meeting. If progress is still minimal, we may then decide to place your child on the SEND Register. We adhere to the guidance in the SEND Code of Practice 0-25 (2014). The Code of Practice advocates a graduated response to meeting pupils' needs. A graduated response is used for identification, assessment and support for pupils with SEND using the four-part process: Assess, Plan, Do and Review. The SENCo oversees this and keeps a track of how each child is doing and if in consultation with the child's teacher, it is felt that the child is not improving despite interventions, then external specialists such as educational psychologists or speech and language therapists are asked to assess and make recommendations.

**How will school support my child?**

Having identified the needs of the child, we seek to match provision to need. We monitor the impact of interventions through regular meetings and tracking of pupil progress. All provision is monitored and evaluated to assess its impact and effectiveness for the child through a School Provision Map. Your child will be supported in a variety of ways. The support will be tailored to meet their individual needs. This could include: differentiated tasks, special resources to aid learning, support from a Teaching Assistant, specific intervention groups, external specialist support or visual timetables.

**How will the curriculum be matched to my child's needs?**

Teachers take account of the needs of all children and plan tasks and resources accordingly. Lessons are planned so that all children can learn and make progress and opportunities will be provided for children with additional needs to work in different ways (for example in mixed ability groups, similar ability groups for peer support, adult supported small groups, 1:1 support with an adult, and independently). The school will make all reasonable adjustments to ensure that every child can take advantage of the full range of opportunities within the curriculum. Differentiation is the way a teacher prepares

tasks to meet the needs of all the children in an inclusive classroom. Differentiation not only helps children to fully participate, it also enriches and improves the experience of the general education of pupils. Teachers will plan and use differentiated resources to enable every child to access the curriculum.

### **How will both you and I know how my child is doing?**

Teachers constantly review the progress made by all children. There are lots of opportunities to talk to your child's Class Teacher about progress or any concerns that you may have. Class Teachers are usually available at the beginning and end of the day but sometimes we may ask you to make an appointment. We hold regular Parents' Evenings where your child's progress will be shared with you. We encourage all parents and carers to attend. All parents of children with SEND needs are invited to an annual review of their child's progress. This meeting will be with the SENCo and in some cases, the Class Teacher. This is an opportunity to discuss in detail your child's Individual Education Plan and the progress they are making towards their targets. We will also invite any relevant outside agencies to this meeting so that a multi-agency approach to supporting your child can be taken. The minutes of the annual review will be sent to all that attend the meeting. An interpreter can be booked to attend the meeting if necessary. We know that in some cases more regular communication may be needed between parents and school and our SENCo can arrange this. School also offer a regular SENCO drop in session for parents to discuss their concerns. Parents also receive a written report in the summer term.

### **What support will there be for my child's overall wellbeing?**

Our mission statement is

'Working together to give every child an excellent education in a caring environment'

The Class Teacher has overall responsibility for the well-being and pastoral support of every child in their class. If you have any worries, in the first instance please speak to the Class Teacher. We recognise that self-esteem is key to a child's emotional well-being and academic progress. We support children's emotional, social and mental health needs through our PSHE (personal, social, health, education) and pastoral offer. We currently use a teaching programme called 'Jigsaw' to teach PSHE and to support children's mental wellbeing. We also have regular well-being slots throughout the week which incorporate physical activity (daily boost) as well as mental health activities such as journaling. We have a clear behaviour system throughout the school promoting high standards of behaviour and conduct. We have identified members of staff available to support the well-being of the children on a more bespoke basis. Prescribed medicine can be administered in school with signed parental permission with the agreement of the school. There are nominated first aiders in school and many members of staff have first aid qualifications. If your child has significant medical needs please speak to the SENCo to discuss how we can best support you and your child. Support might include seeking advice or training from medical specialists.

### **What specialist support services and expertise are available?**

These are some of the special needs we have supported in school:

- ASD (Autistic Spectrum Disorder)

- Social, emotional and mental health needs
- Speech, Language and communication needs
- Hearing Impairment
- Visual impairment
- Specific learning difficulties (SPLD)
- Motor skills
- Selective mutism
- Physical disabilities
- ADHD
- Medical needs, including allergies and Epilepsy
- Type 1 diabetes

These are some of the specialist services we have accessed in school:

- CAMHS - Child and Adolescent Mental Health Service
- SALT (Speech and Language Therapy)
- LCI (Learning, Communication and Interaction team)
- Early Years' Support Team (EYST)
- Educational Psychology Service (EP)
- SEMH Team (Social Emotional Mental Health Team)
- Virtual School for Looked After Children
- Visual Support Team
- Hearing Support Team
- Public Health Nurses
- Family Support Workers
- Early Help Support

We also have a Public Health Nurse service that is contactable by parents via a text service. This number for this is 07520615381 for Leicester City Council residents or 07520615382 for Leicestershire County Council or Rutland residents. Alternatively, a referral can be made through school.

#### **What training are the staff supporting children with SEND having?**

All staff are kept up to date with SEND training and have the opportunity to attend relevant CPD courses. Regular training is provided for all staff when needed either within school or at a Local Authority specialist course.

These are some of the areas our staff are trained in:

- Little Wandle
- Attention Autism
- Curisoity Programme
- AET Level 1
- Body Mapping
- Emotion coaching
- Nesy
- 1st Class@Number

- Funtime
- Success with Arithmetic
- Autism Training (AET training)
- Attachment and Trauma Training
- Play Interaction
- Let's Talk
- Makaton
- Emergency First Aid with Paediatric element.
- Early Years Talkboost
- KS1 Talkboost
- Learning to Learn
- Understanding and managing anger
- Hearing impairment
- Speech, Language and Communication needs in the classroom
- Epipen training
- Lego Therapy
- The Anger Gremlin
- The Anxiety Gremlin
- Circle of Friends
- Type 1 diabetes training (provided per individual child)

All of our staff have regular safeguarding training. The Headteacher is the Designated Safeguarding Lead (DSL) in school.

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

It is our policy to enable every child to participate as fully as possible in all elements of the wider curriculum. We ensure that all children attend school trips with support as appropriate. Where necessary, the school will meet with parents and carers to discuss individual needs prior to any visit or activity (such as swimming). Risk assessments are carried out for every school trip to ensure that procedures are in place to ensure that all children can participate.

**How accessible is the school?**

Our school has an Accessibility Policy, which is reviewed annually. As part of this review, we ensure that the school environment is accessible for all children; including those with physical and sensory needs or where English is not a first language. We work closely with outside agencies to support children with special educational needs and disabilities. Where appropriate we source specialist equipment or furniture, or make learning environment modifications to meet the additional needs of our pupils. We have the following special features that make it easier for us to accommodate children with Special Educational Needs: Toilets and changing facilities for Foundation Stage and school aged children with disabilities, white lines on stairs and steps throughout the

building for the benefit of the children in the school with visual impairments, ramps to give wheelchair access to the whole ground floor and the playground, a kitchen on the premises that makes it possible to cater for children requiring a special diet, a lift to provide access to the upper floor and all staff are trained to administer Epi-pens. We currently communicate with parents in direct conversation, by phone, by letter and text. We are sensitive to the needs of parents whose first language is not English or who may have other communication needs and use, where possible, skilled staff within our school to help communicate effectively with parents.

**How will the school prepare and support my child to join the school and transfer to the next stage of education?**

When you apply for a place for your child at our school, we encourage you to share your concerns about your child's special educational needs / disabilities or pass on information about any specialist support or agencies already working with you. We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and put in place. At the end of the school year or if your child moves to another setting, the relevant staff communicate to pass on information and ensure that transition arrangements are in place. We recognise that moving on can be difficult for children and we take steps to ensure that any transition is as smooth as possible.

Prior to and on first joining our Foundation Stage we have:

- Foundation Stage open days, which allow parents and their children to visit the school on a normal school day.
- Foundation Stage taster sessions for the children.
- Meetings for parents to discuss starting school.

On moving within the school (to a new class):

- 'All Change Day' in July for each class to meet their new teacher before the new school year.
- Transition sessions as a whole class for all children to prepare for the next stage of their education.
- Identified children will have small group transition sessions to re-enforce whole class session

Moving on from primary to secondary school (moving settings):

- Liaise with secondary schools and arrange additional transition sessions where appropriate
- Children will attend a transition day and spend a day at their new school prior to moving
- Children will be part of a transition programme to prepare them for secondary school

**How are the school's resources allocated and matched to children's special educational needs?**

The school receives money on an annual basis to support provision for Special Educational Needs / Disabilities. This is based on the number of pupils on roll who are on

the 'SEND register'. We allocate our budget to meet the learning needs of our children and this will vary from year to year. There may be additional funding from the Government and the Local Authority to support individual children on specific programmes. Additional support may be provided after discussion with Class Teachers, Teaching Assistants, or parents, or if a concern has been raised at a Pupil Progress Meeting. Resources may include using extra staff, resources to aid learning and investments in CPD training courses.

#### **How is the decision made about the support my child will receive?**

Every child's needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and make progress. The school SENCo will work closely with you and all staff to discuss relevant interventions, adult support and advice from specialist services to make best use of available resources. We regularly assess the impact of any additional support and resources and report children's progress to parents. Regular Pupil Progress Meetings are held where the progress of all children is discussed, analysed and tracked. If a child is not making progress as expected, we look at ways that we can help the child. This may be through intervention groups, some extra support in class or referral to an outside agency.

#### **How are parents involved at the school?**

We welcome the contribution that parents and the wider community can make to our school. We strongly encourage parents to attend parent's evenings twice a year where you will be updated about how your child is progressing. Parents are invited to attend an annual SEND review with outside agencies if applicable.

Additionally:

- Parent workshops are held in school. These are where parents get the opportunity to complete fun activities with their child
- 'Stay and Play' sessions are held for parents and the local community
- Parents and carers are invited to celebration assemblies and other events.
- Winter and Summer Fetes are well supported by parents and carers
- At each Parent's Evening we invite parents to give their views and opinions on relevant discussion points such as homework, after-school provision and reading diaries

#### **Who can I contact for further information?**

In the first instance always contact your child's Class Teacher, they are usually available at the beginning and end of the day in the playground. If you would prefer teachers are happy to make alternative appointments or telephone calls. Our SENCo is Miss Ledger is also available either before or after school or by prior arrangement if necessary. There are also regular SENCO drop ins held where no appointment is necessary.

#### **What should I do if I have concerns about the support my child is receiving?**

In the first instance always contact your child's Class Teacher, they are usually available at the beginning and end of the day in the playground. Alternatively, an appointment can

be made with Miss Ledger- SENCO to discuss your child's support.

If you wish to make a complaint about a child with SEND or about the support that your child is receiving, parents should follow the school complaints procedure. This can be found on the school website.

### **Local Offer Leicester - How can the Local Offer help?**

We can help you find services for children and young people with SEND up to the age of 25. You can start finding services by searching on this website.

In addition to helping you find services, the Local Offer:

- Helps you understand what schools and service providers are required to do for SEND children and young people
- Helps the parents and carers of young people with SEND find support for themselves
- Clarifies who is responsible for services for SEND children and young people
- Gives you the information you need to ensure your SEND child can thrive

Click here <https://families.leicester.gov.uk/send-local-offer/>