

SEND Information Report 2025 - 2026

To be reviewed at the end of each academic year

SENCO: Mrs H Smith	SEND Governor: Mrs L Willmott
Contact: Mrs Smith can be contacted via the school office – 01403210233	
Local Offer Contribution: Please see a copy of Leechpool Primary’s Local Offer on the school website	
SEND Policy: Please see a copy of Leechpool Primary’s SEND Policy on the school website	

Whole School Approach

The Special Educational Needs Code of Practice lies at the heart of the school’s SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach which recognises that children learn in different ways and can have different types of SEN. The Stages provide clarity on the graduated approach and best endeavours for the four broad areas of SEND: Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health and Sensory and Physical:

Stage 1	Universal mainstream - Low level of need, increased differentiation working alongside Ordinary Available Inclusive Practice (OAIP), working just below age related expectations
Stage 2	Universal/Targeted mainstream - Mild difficulties with learning, regular targeted individual or small group support, working below age related expectations
Stage 3	Targeted mainstream - moderate difficulties with learning, need more tailored/personal interventions, and possibly involvements from specialists, small group support and possible 1:1 intervention support, working well below age related expectations
Stage 4 / EHCP	Statutory Assessment. If continued and significant support beyond SEND Support is required, the school in conjunction with the Local Authority (LA) must conduct an assessment of Education, Health and Care Needs

Assess, Plan, Do, Review

If a teacher has concerns about any child in their class, they will raise the concerns with the class teacher, who, if appropriate, will work with the SENDCo to decide on an appropriate plan of next steps.

Assess:

Children are assessed to find their strengths and areas of need, using school's procedures and assessment tools, such as:

- Baseline Assessments from the LBAT, used to identify specific gaps in learning
- Graduated Response Stages guidance materials
- Reading, writing or numeracy assessments, used to identify specific gaps in learning
- Speech and Language assessments and screeners
- Observation carried out by a member of the LBAT or ASCT, or school can purchase sessions with an Educational Psychologist if required

Plan:

Discussions are held between class teachers and the SENDCo to plan for the support that will be put in place for each child with SEND. These may also be discussed during termly pupil progress meetings. Parents are consulted if it is felt that children need some support for Special Educational Needs. The child will be placed on the additional needs register and an SP (Support Plan) will be written if appropriate. An SP will identify specific areas of support required as well as areas to develop and targets to work towards. It may identify specific interventions and adults to support the child and how frequently interventions will take place.

Do:

Planned support is implemented by class teachers, working in close collaboration with learning support staff and any external agencies involved. All curriculum areas are adapted if needed to ensure all children can access and be included in all areas of learning. The curriculum and classroom environment are carefully adapted to ensure that children with SEND are included in all aspects of school life alongside their peers. This includes differentiated learning activities, the use of visual aids and structured routines, and access to personalised resources such as now/next boards or sensory tools. Where needed, small group or 1:1 support is provided within the classroom to promote independence and active engagement. These inclusive practices help ensure that all pupils can access a broad and balanced curriculum in a way that meets their individual needs.

Review:

SPs are reviewed and updated termly and shared with parents. Regular parent meetings are held and information is shared with parents during these meetings. Children who need additional support will be invited in regularly to review their child's progress. Parents are free to make an appointment to meet with the class teacher / SENDCo whenever they wish.

Number of children receiving SEN support in 2024/25:

School Support = 69 (19%)

EHCP = 13 (3%)

Total = 82 (22%)

Accurate as of September 25. 400 on roll

Assessment and Progress of Children with Special Educational Needs and Disabilities

Progress of our children with SEND is tracked and monitored regularly through pupil progress meetings with teachers. If any child seems 'stuck' with any aspect of their

learning, then we work in conjunction with parents and other agencies to address this. We strive for all our children to achieve as well as they can. Some children with Cognition and learning needs are assessed using iASEND which assesses small steps of learning.

From the academic year 2024-2025, Leechpool Primary were able to continue with visits from a commissioned Speech and Language Therapist fortnightly. The therapist liaised with Mrs Smith (SENDCo) to ensure that the time was used efficiently and to support pupils with the greatest need first.

Debbie Smart was the Speech Therapist who supported school on each visit. She reviewed and set speech targets for as many pupils as possible on the caseload then worked with pupils individually or in groups and liaised with class teachers/ Intervention staff to ensure they worked towards the targets set.

The caseload was reviewed each term. Pupils were seen and supported depending on the severity of need. Pupils were discharged with targets to work on so that others could be added to the caseload. This meant new pupils could be assessed quickly and targets set. For example, a pupil may be rereferred back onto caseload towards the end of the summer term if updated reports are needed for transition.

Supporting the Emotional Wellbeing of Children

Children have access to provision aimed at supporting children with Social, Emotional and Mental Health Needs. Some of these include:

- CAMHs referrals
- Member of SLT who is a mental health champion
- Counselling referrals made as necessary for our own commissioned Counsellor
- Referrals to Early Help
- Attention and Listening Groups
- Commissioned Speech and Language Therapist
- Safe spaces created in school classrooms
- Cubbie
- Weekly/daily check ins with a key adult
- Referral to the Learning Behaviour Team as necessary
- Learning mentoring / ELSA

Admissions of children with SEND

Leechpool Primary is compliant with the Equality Act 2010 in terms of admission to school for children with disabilities i.e. no child would be refused admission because of a Special Educational Need or disability. We would always strive to make reasonable adjustments for a child with disabilities. The LA admission policy is followed by the school.

Where a child has been identified as having special educational needs or disabilities, the SENDCO or Head Teacher will endeavour to contact the child's previous school prior to their arrival, in order to ensure that any necessary arrangements are made

Involvement of Outside Agencies and Partnerships with other Schools

The following agencies have supported pupils with SEND during this academic year:

- Learning, Behaviour Team

- Autism Communication Sensory team
- Educational Psychology
- Occupational Therapy
- Speech and Language Therapy
- CAMHS
- School Nursing Team
- Community Paediatric Team
- Early Help
- Children's Social Care
- Virtual Schools Service (supporting LAC Pupils)
- Dietitians
- Dental Nurse
- Diabetic Specialist Nursing Team
- Medical Needs Hospital Education Service

Accessibility

Under the Disability Equality Duty schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents, carers and other people using the school are treated equally. Schools are required to establish a Disability Scheme to promote equal opportunities for disabled pupils.

Leechpool Primary is on a level site. Level or ramp access is provided via several entrances. Additionally, Leechpool Primary has toilet facilities for disabled requirements. Parents can apply for disabled parking bay use and have access to the school site at different times for ease of access.

Staff Professional Development and CPD

Staff have SEND training each term delivered from the SENDCo or through the Local Authority SEN Team.

We regularly seek training and CPD related to the needs of the children in our class. For instance, with Medical training or sensory impairment training.

Where we have children who are learning at Alternative Provision, we make sure that we have regular training and keeping in touch days to ensure strategies and provision is shared across the schools. Our commissioned Speech therapist delivers regular training throughout the year to staff. The SENDCo works closely with the West Sussex SEND SIO to ensure standards are improving across the school.

As required, members of teaching and support staff have worked closely with professionals from West Sussex SEND Team to gain support for working with individuals.

Information on Support for Transition and School Partnerships

We work in the Horsham Schools Partnership and SENDCo meet half termly and deliver training and CPD across the network. Strong links exist with local Secondary school SENDCos. In the Summer term, meetings take place between SENDCos to ensure accurate and efficient transfer of records and information in order to minimise the disruption of support levels for pupils transferring to secondary school. Separate transition and induction visits are set up for pupils with SEND where required.

Partnership with Parents/Carers

Parents and carers of children with SEND are informed of their child's progress in a number of ways:

- Parent's evening twice per year, plus a third time if they wish to make an appointment after receiving their child's end of year report
- Support Plans – updated and shared termly
- End of year written report
- Annual review meetings, for pupils with an Education, Health & Care Plan
- If the class teacher or SENDCo has concerns regarding a child's needs, parents/carers will be invited into school to discuss these.
- SLT are high profile on the school grounds at the start and end of the school day if parents wish to speak with them
- Class teachers are also available at the start and end of the school day or contactable via phone call or email.

If parents have any concerns regarding their child's needs, they are welcome to make an appointment to see their child's teacher or the SENDCo at any time.

Child Views

At Leechpool Primary, the views and experiences of children with SEND are valued and actively sought as part of the Assess, Plan, Do, Review cycle. Pupil voice is captured through a variety of age-appropriate methods, such as pupil passports, pupil interviews, drawings, and supported conversations with trusted adults. These insights help inform Support Plans (SPs), ensuring that interventions are tailored to each child's preferences, aspirations, and emotional well-being. During review meetings, children are encouraged to reflect on their progress, share what is working well, and express any concerns or goals. This child-centred approach ensures that pupils feel listened to, respected, and meaningfully involved in decisions about their education.

Finance

SEND funding was used in a variety of ways in 2024-25:

- 1:1/small group support and intervention from Learning Support Assistants
- The purchase of resources for individuals with specific needs
- Speech Therapist to work in school
- Equipment to support children with fine and gross motor skills needs
- Resources to support Speech and language in the Early Years
- Cubbie
- bespoke and personalise provision groups
- LBAT / ASCT
- Commissioning an Educational Psychologist
- Commissioning a Counsellor weekly

Complaints Procedure

At Leechpool Primary, we are committed to working in partnership with parents and carers to ensure the best possible outcomes for children with SEND. If a parent or carer has a concern or complaint regarding the provision for their child, we encourage them to first speak with the class teacher or the SENDCo who will work to resolve the issue promptly and informally. If the concern cannot be resolved at this level, parents are advised to follow the school's formal complaints procedure, which is available on the school website or upon request from the school office. We take all concerns seriously and aim to handle them with sensitivity, fairness, and a commitment to positive resolution.