Leechpool Primary School

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 on 01403 210233. For routine questions or concerns about a child's learning, progress or SEND provision, parents should normally contact their child's class teacher in the first instance. The class teacher will seek advice from the phase leader or SENDCo where additional support is required. Parents can request a meeting with the SENDCo, which will be arranged by appointment where appropriate, particularly for matters involving complex needs or statutory SEND provision.	
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 concerns are identified about a child's learning or development, the class teacher will assess these and seek advice from the SENDCo where appropriate.

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:

Support Plans (SPs) are reviewed at least termly as part of the graduated approach of Assess, Plan, Do and Review. Class teachers are responsible for reviewing the progress of pupils in their class and will normally lead discussions with parents and carers about their child's progress, support and next steps.

Parents of children receiving SEN Support will have opportunities to meet with the school at least three times each year to discuss their child's progress, intended outcomes and the effectiveness of provision. These meetings will normally be led by the class teacher, with advice and support from the SENDCo where appropriate.

The SENDCo will be involved directly in reviews where needs are complex, specialist advice is required or statutory SEND processes are involved. Parents are encouraged to share their views and contribute to decisions about their child's support.

Number of children receiving SEN support in 2025/26:

School Support = 79 (20%)
EHCP = 14 (3.5%)
Total = 93 (23%)
Accurate as of July 2026. 404 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 Equality Act 2010, schools have a duty not to discriminate against disabled pupils and must make reasonable adjustments to ensure they can access education and school activities. Schools must also prepare, implement and regularly review an Accessibility Plan to improve access to the curriculum, physical environment and information for disabled pupils.

At Leechpool Primary School, we are committed to promoting equality of opportunity and removing barriers to participation for pupils with disabilities. Our Accessibility Plan sets out how we will continue to improve accessibility and inclusion across the school.

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
- Where concerns arise about a child's additional needs, the class teacher will normally arrange a discussion with parents/carers, involving the SENDCo where appropriate.
- 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.

At Leechpool Primary School, we value positive and open communication with parents and carers. The class teacher is the first point of contact for parents who wish to discuss their child's learning, progress, additional needs or day-to-day SEND provision. Class teachers are responsible for the progress and development of the pupils in their class, including those with SEND. Where additional guidance or support is required, the class teacher will liaise with the phase leader and/or SENDCo to ensure that concerns are appropriately addressed.

Parents are welcome to request a meeting with the SENDCo. Meetings will be arranged by appointment where appropriate, particularly where a child has complex needs, requires specialist oversight or is involved in statutory SEND processes.

The SENDCo works closely with class teachers, families and external professionals to coordinate provision for children with complex needs, those undergoing Education, Health and Care (EHC) needs assessments and those with Education, Health and Care Plans (EHCPs). We aim to ensure that parents feel listened to, informed and actively involved in decisions about their child's education and support.

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 2025-26:

- 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 School, 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 about their child's learning, progress or SEND provision, we encourage them to discuss this with the class teacher in the first instance. The class teacher will work with the phase leader and/or SENDCo, where appropriate, to address concerns and agree next steps.

Where concerns cannot be resolved through the class teacher, parents may request further discussion with the phase leader or SENDCo, depending on the nature of the concern. For matters involving complex needs, statutory SEND assessments or Education, Health and Care Plans, parents may contact the SENDCo directly.

If concerns remain unresolved, parents have the right to raise a formal complaint in accordance with the school's published Complaints Policy, available on the school website or from the school office. Parents' statutory rights relating to EHC needs assessments and plans are not affected by this process.

We take all concerns seriously and aim to respond in a fair, timely and constructive manner.