

Inglehurst Infant School - SEND Information Report

September 2024



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 works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy. You can find it on our website <https://www.inglehurstinfants.org/uk/special-educational-needs-and-disabilities/>

Note: If there are any terms we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does Inglehurst Infant School provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties, including global development delay
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attachment or trauma related difficulties
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 special educational needs & disabilities co-ordinator, or SENDCo

Our SENDCo is Mrs. Winsett Ellis, a qualified teacher who holds the National Award in Special Educational Needs Co-ordination. She works three days a week to manage SEND provision and has attended a wide range of continuing professional development (CPD) related to SEND and inclusion.

In addition to her role as SENDCo, Mrs. Ellis serves as our Inclusion Manager. This role includes leading support for English as an Additional Language (EAL), pupils in Local Authority Care (LAC), pupils previously in care (PLAC), and pupils with medical conditions.

Mrs. Ellis collaborates with pupils, parents/carers, and staff to assess progress and development, identify barriers to learning, and provide support and guidance. She can refer pupils to various support agencies, such as Family Support, Occupational Therapy, Physiotherapy, Speech and Language Therapy, Visual and Hearing Support Teams, the Educational Psychology Service, and the Local Authority's SEND Support Service.

To discuss any concerns about your pupil, you can contact Mrs. Ellis through the School Office at 0116 262 2479 to make an appointment or email her via office@inglehurst-inf.leicester.sch.uk

Class teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCo to meet the needs of pupils who have SEND.

LSAs Assistants (LSAs)

We have a team of LSAs who are trained to deliver SEND provision and interventions, based on the needs of pupils within their class.

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:

- Specialist teachers from the LA's SEND Support Service
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or Paediatricians
- Health visitors and School nurses

- Child and adolescent mental health services (CAMHS)
- Education mental health practitioner from the Mental Health in schools Support Team
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

Link SEND governor

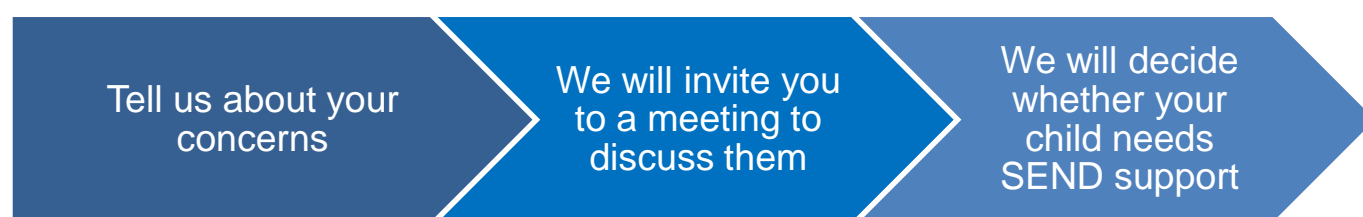
The Link SEND governor at Inglehurst Infant School is Mrs C Browne.

You can contact her via the school office in writing:

Mrs C Browne, SEND Governor, C/O Inglehurst Infant School, Ingle Street,
Leicester, LE3 9FS



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



<p>Speak with your child's class teacher to discuss any concerns or new medical information. You can make an appointment to see them before or after school.</p> <p>The teacher will pass the message on to Mrs Ellis, our SENDCo, who will be in touch to discuss your concerns. You can also contact Mrs Ellis directly.</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what has been discussed and add this to your child's record. You will also be given a copy of this.</p>	<p>If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.</p>
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4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who are not making the expected level of progress in their schoolwork or socially. This might include phonics, reading, writing, number work or making friendships.

Please see [Inglehurst Infant School's Graduated Response to SEND](#) for further details.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will discuss this with you and place the child at **Early Monitoring Stage** and give the pupil extra support to try to fill it. Pupils who do not have SEND, usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will discuss this with you. The child will be placed at **First Step Intervention** and a carefully planned intervention will be put into place.

If the pupil continues to struggle to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEND. The SENDCo will observe the pupil in the classroom and in the playground (as appropriate), to see what their strengths and difficulties are. They will have discussions with your child's teacher, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a Paediatrician.

Based on all of this information, the SENDCo will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, which is a confidential document that limited staff have access to. The class teacher and SENDCo will work with you to create a SEND support plan for them.

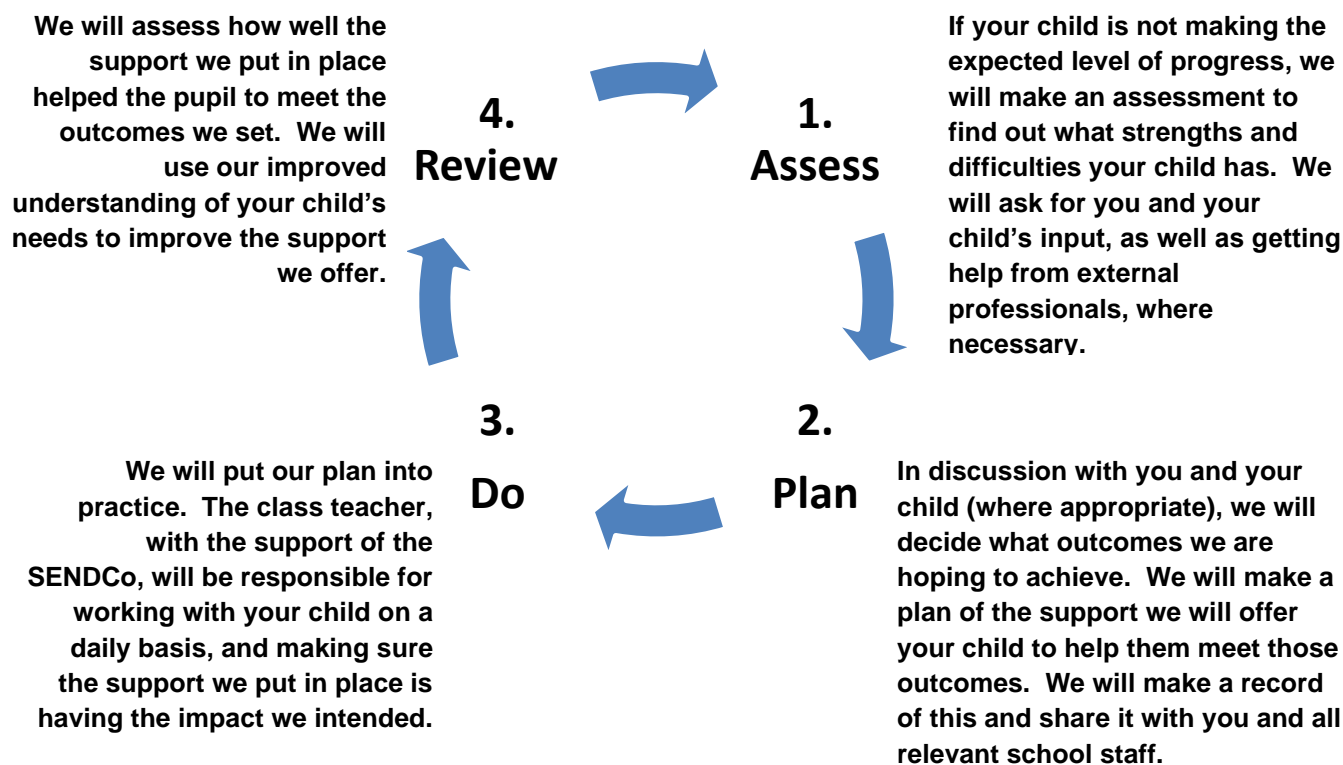
Not all pupils who need some extra help will go on to be identified as having a special educational need or disability, just as not all pupils with a special educational need or disability will need a lot of extra help.

5. How will Inglehurst Infant School measure my child's progress?

At Inglehurst Infant School, we are mindful of and comply with the key expectations outlined in the Local Authority Offer <https://families.leicester.gov.uk/send-local-offer/>.

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide an annual report on your child's progress at the end of each school year.

Your child's class teacher will meet you three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- 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 are the expert when it comes to your child's needs and aspirations.

Therefore, we want to make sure you have a full understanding of how we are 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 SEND 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 to arrange a time to discuss the concerns.

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:

- Observing their play and work, to gain an understanding into their likes, dislikes and ways to play or work.
- Discussing their views with a member of staff

8. How will the school adapt its teaching for my child?

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 in every year they are at our school.

We will differentiate (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.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Teaching assistants will support pupils on a 1-to-1 basis to reinforce the teaching or when implementing an individual intervention
- Teaching assistants will support pupils in small groups during whole class teaching times following a teaching input, or for a group intervention

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	<ul style="list-style-type: none">• Visual timetables• First and then boards• Choice boards• Picture exchange communication system (PECS)• Social stories• Individual workstations• Sensory breaks• Interactive play intervention• Some pupils access The NEST communication and interaction provision class

Communication and interaction (continued)	Speech and language difficulties	<ul style="list-style-type: none"> • Use of visual supports • Simple language used • Individualised instructions • Task management boards • Colourful Semantics • Early Talk Boost intervention (for nursery pupils only) • Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	<ul style="list-style-type: none"> • Repetition/over-learning • Sound and word mats • Different ways to record • Coloured overlays • Coloured handouts • Larger font materials
	Moderate learning difficulties, including global development delay	<ul style="list-style-type: none"> • Task management boards • Writing slope • Maths manipulatives • Interactive play intervention • Group or individual Interventions (phonics, reading, writing, maths)
	Severe learning difficulties, including global development delay	<ul style="list-style-type: none"> • Individualised learning timetable
Social, emotional and mental health	ADHD, ADD	<ul style="list-style-type: none"> • Funtime intervention • Sensory breaks • Quiet workstation or calm space • Use of fidget toys • Wobble cushions
	Adverse childhood experiences and/or mental health issues	<ul style="list-style-type: none"> • Emotional check-ins • Nurture group • Intervention with Education Mental Health Practitioner (only for pupils aged 6 and above) • Individualised support as needed

Sensory and/or physical	Hearing impairment	<ul style="list-style-type: none"> • Seated near the teacher and away from noisy/distractive areas • Speech amplifier or other IT equipment (if provided by the Hearing Support Team)
	Visual impairment	<ul style="list-style-type: none"> • Limiting classroom displays • Seated near the teacher • Individual copy of teaching materials • Large print materials • Use of magnifiers • IT equipment (if provided by the Visual Support Team)
	Multi-sensory impairment	As Hearing and Visual impairment
	Physical impairment	<ul style="list-style-type: none"> • Variety of sized pencils • Pencil grips • Variety of scissors • Gross motor interventions • Fine motor interventions • Specialist equipment as provided by Occupational Therapy or Physiotherapy

These reasonable adjustments and interventions are part of our contribution to Leicester City County's local offer. Not all adjustments and interventions have been listed.

9. How will the school evaluate whether the support in place is helping my child?

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

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after the appropriate number of weeks (this is dependent on the intervention)
- Using pupil interviews
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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 is 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, the SENDCo will put in a request to the local authority. This is called Element 3 Inclusion Funding.

11. How will the school make sure my child is included in activities alongside pupils who do not have SEND?

All of our extra-curricular activities and school visits are available to all our pupils.

Our after-school clubs are available to all pupils within Key Stage 1.

All pupils are encouraged to take part in sports day, class assemblies or school productions, whether this is with their class peers, or with the key stage or whole school.

No pupil is excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

The only exception to this is where an activity or visit is deemed too hazardous for an individual to participate. An individual risk assessment will be completed in this situation and parents/carers will be invited into school to discuss an alternative arrangement.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Leicester City Council Children and Young People's Services is the admission authority for Reception and Key Stage 1 for Inglehurst Infant School. The LA provides a booklet each year with guidance and a timetable for the process. This can be found at

<https://www.leicester.gov.uk/schools-and-learning/school-and-colleges/school-admissions/starting-school/>

Parents/carers of a prospective pupil with SEND are welcome to make an appointment to visit the school and see our SEND provision and discuss their child's individual needs.

Once your child has been offered a place at our school, we will plan to have a meeting with parents/carers and any other appropriate agencies to discuss the provision needed. This is for all pupils with SEND, whether they are at SEND Support or have an EHC plan.

The school's admission policy details the oversubscription criteria to ensure that pupils with SEN or a disability are not unfairly disadvantaged in seeking a school place. The school's policy can be found on the website at <https://www.inglehurstinfants.org.uk/policies/>

13. How does the school support pupils with disabilities?

Please read this report in conjunction with the school's Accessibility Plan, which can be found on the website at <https://www.inglehurstinfants.org.uk/special-educational-needs-and-disabilities/>

This plan is written to show the school ensures that all the relevant steps are taken for disabled pupils to participate in the curriculum.

- Disabled toileting facilities, including a hydraulic changing bed for pupils that require changing while laying down.
- Lower-level handrails
- A ramp from the lower part of the school to the upper part for pupils, family members and staff with mobility needs

Where pupils with a physical disability require specialist equipment, the school and parents/carers will liaise with Occupational Therapy. Examples of specialist equipment are toilet frames, adapted chairs or flexible seating.

A personal emergency evacuation plan will be written for any wheelchair using pupils or those with reduced mobility. The plan will be written in conjunction with the parents/carers, SENDCo and the school's Premises Officer.

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:

- Pupils with SEND are encouraged to be part of the school council
- KS1 pupils with SEND are also encouraged to take part in the school's after-school clubs to promote teamwork/building friendships

- We provide extra pastoral support for listening to the views of pupils with SEND by using communication boards, observing pupils in class and within outdoor learning environments. Pupils will be interviewed as appropriate to their age and needs.
- All classes offer emotional check-ins with pupils who need extra support with social or emotional development.
- We have a 'zero tolerance' approach to bullying. Please see the anti-bullying policy, which can be found on the school's website at <https://www.inglehurstinfants.org.uk/policies/>

15. What support will be available for my child as they transition between classes or schools

Moving classes within school

All important information will be shared with the new class teacher through teacher meetings.

All pupils have the opportunity to visit their new classroom and meet their new teacher(s). In addition to this, pupils who may find moving classes particularly difficult, will have some extra visits planned and may have a transition photo poster or book to look at in school. Their poster or book will then be taken home over the summer holidays to be shared with parents/carers.

Moving to Year 3 at Inglehurst Junior School

- The SENDCos of both schools meet up in the summer term to discuss the additional needs of all pupils.
- The Year 3 class teachers visit our school to meet all of the pupils in their current Year 2 class setting.
- All of the Year 2 pupils will go on a small group tour of the Junior school with the Junior school Headteacher.

All pupils will have the opportunity to visit their new teacher in their new classroom. In addition to this, pupils who may find moving to a new class particularly difficult will have some extra visits planned. They may also have a transition photo poster or book to look at in school and then take home to look at over the summer holidays.

Transferring to another school in the middle or at the end of a school year

The teachers, SENDCo, Headteacher and School Office staff ensure that all records about a pupil are passed on as soon as possible. Staff will contact the new school's SENDCo and make sure that they are aware of any special educational needs the pupil has and any special arrangements or support that will need to be made.

It is always helpful if parents/carers arrange a pre-transfer visit, so the pupil can meet the new teacher and their new classroom, before they make the final move. In some cases, staff from the new school may wish to visit the pupil in their current class at Inglehurst Infant School.

16. What support is in place for looked-after and previously look-after children with SEND?

Mrs Katherine Rayner is the Designated Teacher for Looked-after children (LAC) and previously looked-after children (PLAC), in addition to her role as SENDCo. She makes sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

At Inglehurst Infant School, complaints are taken very seriously. The school follows the Local Authority's Complaints policy, which is detailed within the school's [complaints procedure](#).

Informal concerns

Concerns should be raised informally with the pupil's class teacher or the staff member delivering the service that there are concerns about. Wherever possible, the class teacher or staff member will respond to the concern immediately, or if this is not possible, will look into the concern and respond within 5 working days.

Formal complaints procedure

It is advisable at each stage to make an appointment, so that the matter can be discussed fully. Alternatively, the complaint may be put in writing.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN 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

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?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Leicester City SEND Local Offer

To see what support is available to you locally, have a look at the Leicester City SEND Local Offer. Leicester City Council publishes information about the local offer on their website: <https://families.leicester.gov.uk/send-local-offer>

Special educational needs and disabilities information advice and support services (SENDIASS)

If your family live within Leicester City, you can contact Leicester City SENDIASS. They are based at 1st Floor Alliance House, 6 Bishop Street, Leicester, LE1 6AF.

You can make contact with Leicester City SENDIASS:

- via their website <https://sendiassleicester.org.uk>
- via telephone 0116 482 0870. Please note that SENDIASS staff work part-time, so you may be asked to leave a voicemail and they will get back to you.

If your family live within Leicestershire County, you will need to contact Leicestershire County SENDIASS:

- via their website <https://sendiassleicestershire.org.uk/>
- via telephone 0116 305 5614. Leicestershire SENDIASS have a duty telephone line which is open from Monday to Friday between the hours of 9am and 3pm. An answerphone service is in operation outside of these hours.

Other local and national charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)
- [ADHD Solutions](#)
- [Voluntary Action Leicester \(VAL\)](#)
- [Citizens Advice](#)
- [Leicestershire Centre for Integrated Living \(LCiL\)](#)

19. Glossary

- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the four areas of need describe different types of needs a pupil with SEND can have. The four 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 and disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and/or disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stage