Inglehurst Infant School - SEND Information Report

September 2026

Dear parents and carers,

This report explains how we implement our SEND Policy and how we support children with special educational needs and/or disabilities (SEND) at Inglehurst Infant School.

If you would like more detailed information, please read our full SEND Policy.

A glossary of terms is included at the end of this report.

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

Our school provides for children with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum condition (ASC)
	Speech, language, and communication needs (SLCN)
	Difficulties with social interaction
Cognition and learning	Specific learning difficulties, including difficulties with literacy, numeracy or coordination
	Moderate learning difficulties, including global development delay
	Severe learning difficulties
Social, emotional and mental health	Attention and concentration difficulties
	Emotional regulation difficulties
	Anxiety-based needs
	Attachment and trauma-related needs
Sensory and/or physical	Hearing impairment
	Visual impairment
	Multi-sensory impairment
	Physical disabilities

2. Which staff will support my child, and what training have they had?

SENCo and Inclusion Manager

Our SENCo is Mrs Winsett Ellis, a qualified teacher who holds the National Award for SEN Coordination. She works on Wednesdays, Thursdays and Fridays and leads provision for:

Children with SEND

Children with English as an Additional Language (EAL)

Children in Local Authority Care (LAC) or previously looked after (PLAC)

Children with medical needs

Mrs Ellis works closely with families, teachers and external professionals. She can refer children for support from:

Speech and Language Therapy

Educational Psychology

Occupational Therapy / Physiotherapy

Hearing and Visual Support Teams

Local Authority SEND Support Service

Paediatricians, GPs and health professionals

Social care or family support teams

Contact: 0116 262 2479 or office@inglehurst-inf.leicester.sch.uk

Staff receive ongoing training based on the needs of pupils currently attending the school. Staff receive ongoing training based on the needs of pupils currently attending the school. Recent areas of training have included autism, speech and language development, emotional regulation and sensory needs.

External Agencies

We work with:

Local Authority Specialist Teachers

Speech and Language Therapy

Educational Psychology

OT/Physiotherapy

School Nursing Team

CAMHS

Mental Health in Schools Team

Social care/Early Help

Voluntary sector SEND organisations

SEND Governor

Our SEND Link Governor is Mrs Carol Browne, who monitors SEND provision and supports strategic oversight.



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

Tell us about your concerns → We will invite you to a meeting to discuss them → We will decide whether your child needs SEND support

Speak to your child's **class teacher**. The teacher will share your concerns with the **SENCo**.	We will meet with you to: • Understand your child's strengths and difficulties • Agree outcomes to work towards • Identify next steps and appropriate support	If SEND Support is required, we will notify you in writing and add your child to our SEND register (confidential and used only by staff involved in provision).

4. How will the school know if my child needs SEND support?

Identifying and Supporting Children with SEND

Our teachers monitor all children closely. If a child is struggling, we will:

Step 1 – Early Monitoring

- Provide extra classroom support
- Identify any gaps in learning
- Discuss concerns with you

Many children make good progress at this stage and do not need SEND Support.

Step 2 – First Step Intervention

If further support is needed, the teacher puts a tailored intervention plan in place.

Step 3 – SENCo Involvement

If progress remains limited:

- The SENCo observes your child

- We gather information from staff and parents
- We may seek advice from external specialists
- We discuss concerns with you

If your child meets SEND criteria:

- We inform you in writing
- Your child is added to the SEND register
- A **SEND Support Plan** is created and reviewed regularly

Important:

- Not all children requiring extra help have SEND.
- Not all children with SEND need extensive support.
- Support is always personalised.

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

We follow the **Graduated Approach**: **Assess → Plan → Do → Review**



- We agree clear outcomes for your child.
- A baseline assessment is completed before support begins.
- We regularly review progress and adapt support as needed.
- We involve you in every review.

If a child makes good progress, they may no longer require SEND Support. If not, new targets and strategies are agreed.

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

We work in partnership with parents and carers. You will:

- Receive an annual school report
- Attend three parent meetings each year
- Contribute to setting and reviewing SEND Support Plan outcomes
- Receive copies of all agreed actions and targets

If your child's needs change, please contact us at any time.

We value your insight — you know your child best.

7. How will my child be involved in decisions made about their education?

In an infant school, pupil voice is gathered in age appropriate ways:

Observing play, engagement and preferences

Using visuals, emotion cards or simple choices

Supported conversations with familiar adults

Child friendly "All About Me" sheets

Allowing children to choose resources or calming strategies

Where appropriate, children help review their targets and celebrate successes.

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

Quality First Teaching

At Inglehurst Infant School, the majority of support for children with SEND is provided through Quality First Teaching. Teachers carefully plan and adapt learning so that all children can access the curriculum and make progress alongside their peers.

This may include:

Clear routines and consistent expectations
Adapted learning activities and resources
Visual supports and practical resources
Pre-teaching and revisiting key learning
Additional processing time
Flexible grouping arrangements
Regular checks on understanding
Support for communication, language and vocabulary development

Additional interventions or specialist support may be provided where needed, but these complement rather than replace high-quality classroom teaching.

Your child's class teacher is responsible for their progress and adapts teaching to meet their needs. Examples include:

Adaptations to teaching

- Pre-teaching key vocabulary
- Simplified instructions
- Extra processing time
- Supported group or 1:1 work

Adaptations to resources

- Coloured overlays
- Large print
- Visual timetables
- Writing supports
- Specialist equipment (e.g., slopes, pencil grips)

Strategies used for different areas of need

Communication and Interaction

- Visual supports, PECS, social stories
- Reduced language load
- Workstations
- Sensory breaks
- Supported and modelled play
- Access to *The Nest* where appropriate

Cognition and Learning

- Scaffolded learning and small steps
- Repetition and over-learning
- Fine/gross motor programmes
- Individual phonics or maths interventions

SEMH

- Emotional check-ins
- Calm spaces and sensory strategies
- Zones of Regulation
- Movement breaks
- Nurture opportunities
- Key adult support

Sensory/Physical

- Adapted seating or equipment
- Hearing/visual support strategies
- Gross and fine motor interventions
- Close liaison with therapists

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

We evaluate support by:

- Reviewing progress each term
- Tracking impact of interventions
- Gathering pupil views
- SENCo monitoring
- Provision mapping
- Holding Annual Reviews (for EHCPs)

10. How will the school resources be secured for my child?

If your child needs:

- Additional equipment
- Specialist teaching
- Increased adult support
- Specialist training

We will consult external agencies for recommendations.
Most SEND provision is funded through the school's delegated budget. Where a child requires highly personalised or specialist provision, the school may apply for additional funding from Leicester City Council.

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

All extra-curricular activities, clubs, trips and events are open to children with SEND.
We make reasonable adjustments so everyone can participate.

If an activity poses a risk for an individual child, we complete an individual risk assessment and discuss alternative arrangements with parents.

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

Leicester City Council is the admissions authority.
Parents/carers of children with SEND are welcome to visit to discuss needs before applying.

Where a place is offered, we arrange a transition meeting with parents and any relevant professionals to ensure support is in place from the start.

13. How does the school support children with disabilities?

Please read this alongside our **Accessibility Plan**.

We provide:

- Disabled toilet facilities with a hydraulic changing bed
- Lower-level handrails
- Ramps for mobility access

- Personal Emergency Evacuation Plans where needed

We work with Occupational Therapy to source specialist seating and equipment.

14. How will the school support my child's mental health and emotional and social development?

We promote wellbeing through:

- Regular emotional check-ins
- Pastoral support from familiar adults
- Social communication groups
- Play-based emotional development
- Leadership roles (e.g., High Vis Kids)
- Encouraging SEND participation in after-school clubs

We work closely with families where SEND needs may affect attendance and will make reasonable adjustments to support children to access education successfully.

We have a zero-tolerance approach to bullying and follow our Relationships and Behaviour Policy.

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

Within school

- Teacher handover meetings
- Class visits
- Extra visits for children needing more support
- Transition booklets/photo packs

To Inglehurst Junior School

- SENCo-to-SENCo meetings
- Year 3 teachers visit Year 2
- "Funtastic Club" transition activities
- Extra visits and transition booklets where needed

To a new school

- Records transferred promptly

- SENCo contacts the new school
- Visits arranged for children and parents

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

Mrs Ellis is the Designated Teacher for LAC/PLAC.

We ensure PEPs and SEND Support Plans/EHCPs complement each other, and staff understand how care experience may interact with SEND needs.

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

We follow the Attenborough Learning Trust's Complaints Policy.

Informal stage

- Speak with the class teacher or relevant staff member
- A response will be provided within 5 working days

Formal stage

- Submit a written complaint
- Meetings arranged to discuss concerns
- Escalation routes provided if unresolved

Parents can also seek disagreement resolution, mediation, or in cases of discrimination, appeal to the **SEND Tribunal**.

18. What support is available for me and my family?

Leicester City SEND Local Offer

https://families.leicester.gov.uk/send-local-offer

Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) Leicester City: https://sendiassleicester.org.uk

Leicestershire: https://sendiassleicestershire.org.uk/

Additional support organisations

- 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 children with SEN in the local area
- **Outcome** – target for improvement for children 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
- **SENCo** – the special educational needs 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 children with SEN
- **SEND support** – special educational provision which meets the needs of children with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stage