



SEND Information Report 2025-2026

School Information	
Headteacher;	Georgina Fletcher
SENDCO:	Hayley Gunn
Governor with responsibility for SEND;	Paul Barradell
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<i>If you have any enquiries, please contact school using the details above.</i>	

Number of pupils on roll	312
Number of pupils on SEND register	53 (41 SSP)
Number of pupils with an EHCP	27

Types of SEND provided for;
<p>Our school currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none">○ Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties○ Cognition and learning, for example, dyslexia, dyspraxia○ Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)○ Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy○ Moderate/severe/profound and multiple learning difficulties

Identifying Pupils with SEN and assessing their needs;
<p>We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none">○ Is significantly slower than that of their peers starting from the same baseline○ Fails to match or better the child's previous rate of progress○ Fails to close the attainment gap between the child and their peers○ Widens the attainment gap <p>This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.</p>

The SENDCO will support class teachers in making assessments of pupils who meet any of the above categories.

Class teachers will begin by initiating support for the child and monitoring the impact of this over a short period of time. If this support is not effective, a more detailed plan will be set up with the support of the SENDCO.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a child requires support which is different from and/or additional to that of their peers, it may be advised that they are put on the schools SEND register.

If this is the case a School Support Plan (SSP) will be written in collaboration with the child, parent, class teacher and SENDCO to outline the support they will require to make progress.

Consulting with pupils and parents;

We will involve the pupil and their parents in discussions when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents and involve them in the decision making when it is decided that their child would benefit from being on the schools SEND register and receiving SEN support.

Pupils and parents will be involved in the setting of outcomes and the regular review of progress against these. These reviews will take place at least termly.

Assessing and reviewing pupils progress towards outcomes;

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and/or behaviour
- Other teachers' assessments, where relevant
- Observations completed by the class teacher and/or SENDCO
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

This assessment will support the setting of outcomes, and the allocation of appropriate support and provision to help the child meet these outcomes.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Our approach to teaching pupils with SEN, including additional support;

In accordance with the SEN Code of Practice, the school uses a graduated approach when meeting the needs of children with SEND.

Quality First Teaching (Class Teacher input via excellent targeted classroom teaching).

Teachers are 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 pupils who have SEN. This will be differentiated for individual pupils.

For a child this would mean:

- That the teacher has the highest possible expectations for them and all pupils in their class.
- That all teaching is based on building on what the child already knows, can do and can understand.
- Different ways of teaching are in place so that the child is fully involved in learning in class. This may involve things like using more practical learning resources.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support the child to learn.
- The child's teacher will have carefully checked on the child's progress and will have decided that the child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific Small Group Work.

This group, often called 'intervention' or 'target groups' by schools, may be run in the classroom or outside, run by a teacher or a teaching assistant.

Examples of small group interventions that we provide in school are;

- Communication and interaction; Time to Talk, Music Interaction, Lego Therapy, Friendship Circle, social stories, incredible me groups
- Cognition and learning; Maths and literacy intervention groups, Read Write Inc target groups, memory interventions
- Social, Emotional & Mental Health; Incredible Me, Mindfulness, anxiety programmes,
- Physical and/or sensory – Sensory breaks

SEND Register

If the child's class teacher has identified that the child may need extra support in school then they would be referred to the SENDCO, and possibly placed on the SEND register at SEN Support.

For the child this would mean:

- The meet with the class teacher, SENDCO and their parents to agree some outcomes and what support they would need to work towards these.
- He/ She will engage in group sessions with specific targets to help him/her to make more progress. A Teaching Assistant/Teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan.
- Outside Agencies such as Educational Psychologist or Speech and Language Therapy may become involved to provide advice and support.

Where a specialist professional is involved, they will work with the child to understand their needs and make recommendations, which may include:

- Making changes to the way the child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set better targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g. a social skills group
- A group or individual work with an outside professional

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via a Health and Care Plan (EHCP). This means the child will have been identified as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually the child will also need specialist support in school from a professional outside the school. This may be from outside agencies such as Inclusion Services, Physiotherapy, Speech and Language therapy (SALT).

For the child this would mean:

- The school or parent can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for the child and identifies whether the school requires additional funding to provide this support for the child.
- A decision may be made that an EHCP is required for the child. The EHC Plan will outline the objectives, provision and the range of extra funding that will be given to school to support the child.
- Any funding allocated will be used to provide support in order for the child to make progress. This could be in the form of an additional adult used to support the child with whole class learning, small group intervention or individual programmes. The funding may also be used to provide equipment that the child may need to access the curriculum.

Adaptations to the curriculum and learning environment;

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

There is a separate accessibility plan which is also available on the school website or on request from school.

https://www.laithesprimary.com/uploads/1/4/4/1/144157963/ecm_accessibility_plan_spring_24.pdf

Support for improving emotional and social development;

We provide support for pupils to improve their emotional and social development in the following ways:

- Prioritising wellbeing through the use of Incredible Me! (a trust developed wellbeing intervention and assessment system)
- Providing interventions such as relationships programme and Lego therapy to support the development of social skills.
- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to take part in after school clubs
- Pupils with SEND are given opportunities to take part in sporting competitions
- Providing additional support on the playground to model social skills
- Ensuring staff have access to appropriate training
- We have a zero-tolerance approach to bullying.
- Book beyond words programme which can be offered as a group or 1:1.

Working with outside agencies;

Where necessary, referrals to external agencies will be made for additional assessment, advice and resources that will ensure a child's needs are met effectively.

The agencies we refer to for support are;

- Speech and Language Therapy (SALT)
- Barnsley Educational, Child & Community Psychology Service (BECCPS)
- Barnsley Education Specialist Support Team (BESST). This encompasses Hearing impairment, Visual impairment and Social Communication & Interaction.
- Paediatric Therapy
- Children's Disability Team
- ASD assessment team (ASDAT)
- Community Paediatrics
- Child and Adolescent Mental Health Service (CAMHS)

We also use the Early Help assessment process to further engage other agencies to ensure that families have access to the correct support. Through this process, referrals are often made for targeted support so that families have access to additional input from family support workers.

We refer to children's Social Care if we have concerns around the care of a child and feel families require more intensive support.

Where a child is looked after or adopted, we work closely with the relevant agencies.

Securing specialist equipment and facilities;

For children with an EHCP, funding may be allocated to securing specific equipment. Any specified equipment is provided.

For some children, specialist equipment may be provided by outside agencies, such as Paediatric therapy.

In addition to EHC plans, the school provides through its own budget and Element 3 funding:

- ICT for some children with dyslexia, motor skill difficulties or visual impairments
- Raised tables and work stations
- Adapted chairs
- Necessary adaptations to toilet facilities
- Equipment to aid fine motor control, such as weighted pencils and grips.
- Sensory equipment
- Regulation areas

Supporting pupils on transition between year groups, key stages or settings;

The needs of all pupils in relation to transition will be very different and a personalised plan will be developed to ensure that the transition will be as smooth as possible. This may include:

- Meetings between existing class teacher and SENDCO and those in the new setting
- Additional visits for the child to his/her new setting
- New staff invited to meet the child in his/her current setting
- Opportunities for parents to meet with new staff
- Learning opportunities linked to the new setting/staff e.g. opportunities for children moving to high school to practice using timetables and preparing their own resources
- Multiagency meetings to ensure a joined-up transition plan is in place
- Sharing of information between the current and new setting

Expertise and training of staff;

Our SENCO has 9 years' experience in this role and has worked as a teacher for 12 years.

They are allocated 4 days a week to manage SEN provision.

We have a team of 21 teaching assistants, including 1 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Staff have accessed training in;

- Read Write Inc
- Elkan 5-11
- Phonology
- Team Teach
- Incredible Me
- Trauma Informed practice
- Time to talk
- Lego Therapy
- Deaf awareness/ VI support
- ASD awareness
- Dyslexia
- Social stories
- Specific medical training for individual children, such as; EpiPen
- Read Naturally
- Number sense
- Precision teaching

We use specialist staff for;

YARK

Evaluating the effectiveness of SEN provision;

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals at least termly (Pupil progress meetings)
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO (data, observations, learning walks, book looks, talking to pupils)
- Using SFPs and provision maps to measure progress, SEN termly meetings with teachers.
- Holding annual reviews for pupils with EHC plans
- Reporting termly to the governing body and responding to any questions from them
- Discussions with parents and pupils

Enabling pupils with SEND to engage in activities available to those who do not have SEND;

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential visits.
- All pupils are encouraged to take part in sports day, school plays, special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Contact details for support services for parents of pupils with SEND;

Barnsley SENDIASS

The Barnsley SENDIASS Service offers free confidential and impartial information, guidance, advice and support.

Contact number; 01226 787234 Email; SENDIASS@barnsley.gov.uk

<https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/send-advise-and-support/>

SMILE - Parent / Carer Support Group

SMILE is a free support group run by volunteers, for families who have a child/children with additional needs.

Email; smilebarnsley@gmail.com

Barnardo's Family Linx Service

A service supporting families with children who have a diagnosis of Autism or who are on the ASD pathway to a diagnosis, that are aged under 11. The Service offers different areas of support - cygnet parenting programme, one to one targeted support, sleep service and a weekly peer support group.

Telephone; 01226770619

<https://www.barnardos.org.uk/what-we-do/services/family-linx-service>

Complaints about SEND provision;

- Complaints about SEN provision in our school should be made to the child's class teacher, the SENDCO or headteacher in the first instance. They will then be referred to the school's complaints policy.
- https://www.laithesprimary.com/uploads/1/4/4/1/144157963/ecm_complaints_policy_spring_2025.pdf
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The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

The Hub - Communication Interaction Provision Information

Our team strives to meet the needs of our children who have Autism and Communication Interaction needs. They recognise that Autism is varied and complex, and adapt their practices to support each child's progress. The Hub Provision offers education for EYFS and Key Stage one pupils who have Communication Interaction Needs. We have allocated spaces for twelve pupils in our school provision.

Strengths of a Hub Provision

Developing and encouraging children's learning by using their strengths and special interests, both as an incentive and as a reward

Using play as an essential part of children's learning through both adult and child led activities, building trust and developing social and emotional learning

Providing many and varied opportunities for the children to learn life skills and independence both in their personal life and in their learning

Providing a curriculum that means children can be included at which ever stage of life development they are at

Who are the provisions for?

Children that are within their primary phase of education

Have an EHCP of SEND within which there is a diagnosis of Autism and Communication interaction needs identified as the primary need

Require access to a high adult: pupil ratio

What are the aims of the provisions?

To provide intensive specific teaching methods tailored to each child's need and a specifically designed environment that is low in sensory stimulus. Equipping pupils with the appropriate strategies to enable them to become successful learners.

To provide pupils with Autism to access the mainstream environment and interact with peers.

Providing them with learning opportunities in a supportive environment.

To provide detailed ongoing assessments for pupils to determine future educational needs.

Working closely with parents

Once your child has been given a place, there will be a thorough transition, in liaison with yourselves as parents and with professionals working with your child. Our school works closely with parents, often with daily contact. For parents who bring and collect their child, there may be face to face meetings.

For those who travel on the school bus the contact may be through Home - School Books, phone and email.

Transport

Parents who need transport there is further information here:

<https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/school-travel/school-travel-for-children-with-special-educational-disability-or-mobility-needs-send/>

What your child will learn?

All pupils in the Provisions have access to a broad and balanced curriculum, differentiated where appropriate based on thorough on-going assessment incorporating Engagement model, Development matters, progression steps, Autism Progress and National Curriculum Targets, alongside individual targets. We aim to engage pupils in exciting and stimulating learning opportunities that are based around their interests, using specific supports to ensure that each individual makes progress not just academically but especially in the skills they will need for independent living.

Different approaches in support

No one single programme or approach is followed at Laithes Primary and we vary based on the child's need. We may use :

- * TEACCH
- * Core Vocabulary Boards (VB)
- * Picture Exchange Communication System (PECS)
- * Intensive Interaction
- * Makaton
- * Positive Behaviour support strategies
- * Social Stories
- * Social Safety training
- * Life and independence skills

Barnsley's local offer;

Our school offer can be found at: <https://www.laithesprimary.com/send-and-inclusion.html>

Our local authority's local offer is published here: <https://www.barnsley.gov.uk/services/schools-and-education/special-educational-needs-and-disabilities-send/>

