

## SEN Information Report 2025

1.	How does the school identify children with special educational needs?	<p>The identification of pupils with special educational needs will include one or a combination of the following criteria:</p> <ul style="list-style-type: none"> <li>a) Class teacher's assessment that the child has a significant learning and/or behaviour difficulty that is affecting their learning through agreed assessments (this could include Literacy tests, Maths, Speech and Language Screening, Emotional Literacy testing).</li> <li>b) Class teacher using Ordinarily Available to identify and support needs.</li> <li>c) Concern expressed by parent or carer</li> <li>d) Key Stage 1 standard attainment tests</li> <li>e) Reading Precision, including phonics and catch-up word lists.</li> <li>f) Salford reading test (1- 1½ years below chronological age) Completed October and April.</li> <li>g) On-going teacher assessment</li> <li>h) Observations from SENCO</li> <li>i) Wellcomm Speech and Language Assessments or Neli</li> <li>j) Referral from a specialist, for example, a child development clinic or GP.</li> </ul> <p>See SEN Policy 2025</p>
2.	What types of special education needs does the school currently need to provide?	<p>The current types of Special Educational Needs are as follows:</p> <ul style="list-style-type: none"> <li>• Cognitive and Learning</li> <li>• Social, Emotional and Mental Health</li> <li>• Sensory and/or Physical needs</li> <li>• Communication and Interaction</li> </ul>
3.	How are pupils with SEN ensured access to the curriculum?	<p>The school believes that children should be assessed early to provide early intervention. Children from Nursery to Year 1 are screened using the Wellcomm and NELI screening to highlight any children who are having speech and language difficulties. Children in Reception are assessed using NELI.</p> <p>The school believes all children have a right to access a full experience of the curriculum. High-quality teaching ensures that all children are provided with opportunities to learn. The planning of all lessons considers the needs of all children. Some children, however, have short and long term special educational needs which require more attention than this. Children with special educational needs will be supported in the classroom with appropriate adult support and teaching resources. Some children may require a separate timetable to enable them to make progress against their targets.</p> <p>Where children need support beyond the normal teaching programmes, they may be withdrawn individually or in small groups from the classroom to work with an LSA. These interventions will be supported by an assessment carried out or recommendations from specialist teachers. The interventions may be a small number to explain specific concepts or a long-term structured intervention, which often follows an intervention programme.</p> <p>The child's self-esteem and independence are of crucial importance if progress is to be made. We aim to provide work which will encourage, motivate and consistently reinforce a sense of achievement and success.</p> <p>The class teacher, in conjunction with the SENCo, parents and the child, will consistently monitor progress through One Plan Meetings.</p> <p>Curricular arrangements using the school's cycle of observations, pupil perceptions and book monitoring (see monitoring policy) are in progress. In addition, the SENCO, with the teacher, reviews the progress against their targets and attainment.</p>

		Having identified a learning need, the school will set in motion a Graduated Approach laid down by the new SEN Code of Practice 2014 and following the flow diagram as set out by Essex County Council.
4.	How is their progress monitored?	<p>Progress is monitored in a variety of forms:</p> <ul style="list-style-type: none"> <li>• Day-to-day Assessment for Learning Strategies are used in class</li> <li>• Use of Precision teaching/ Reading Catch-Up/Maths Catch-Up Intervention programmes to support next step planning</li> <li>• Class data is looked at half-termly to ensure progress of all groups of children, including those on the SEN register</li> <li>• One Plans are assessed half-termly to ensure targets are met using the plan, do and review cycle. They are reviewed with the parents and teaching staff.</li> <li>• Specialist teacher observations to check progress and offer recommendations</li> <li>• Progress against Wellcomm targets.</li> <li>• Interventions last no more than 6 weeks; children are assessed before and after the intervention.</li> <li>• Progress Summary sheets as recommended by Essex Educational Psychology service.</li> <li>• Use of AET framework</li> <li>• Use of 6 core strengths assessment</li> </ul>
5.	Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)	<p>Children identified as having SENs will have a One Plan if agreed with the parent.</p> <p>If further action or advice is needed, a request for statutory assessment will be made, and this can lead to a child being given an EHC Plan (Education, Health and Care Plan) or, in some cases, IPRA funding is used to support the child with medical needs or through transitions.</p>
6.	How are school resources deployed? ▪ How many LSAs	<p><b><u>Learning Assistants</u></b></p> <p>The school employs 20 Learning Assistants.</p> <p>In KS2, 16 hours each week are allocated as follows:</p> <ul style="list-style-type: none"> <li>• 10 hours to support all English and Maths lessons</li> <li>• 6 hours to support children on the SEN register with Intervention Programmes</li> </ul> <p>In KS1, the learning assistants are in the class full-time and are allocated as follows:</p> <ul style="list-style-type: none"> <li>• 10 hours to support all Maths and English lessons</li> <li>• Support children on the SEN register with interventions</li> <li>• ½ hour planning meeting with teacher</li> </ul> <p>There are 18 learning assistants who support 1:1 who have hours that are specifically assigned to a child.</p> <p>We have one specialist teaching assistant who supports children with speech and language difficulties.</p> <p>We also have one Learning Mentor who works throughout the primary school. The learning mentor provides pastoral care for children. At Leverton Primary School, we recognise that children's emotional well-being is an important part of their development. We understand that children's emotional well-being is important to optimise their learning experience.</p> <p><b><u>External Support</u></b></p> <p>The school has access to an EP through the Local Authority's local offer who will provide us with half a day support each term.</p>

		<p>Where more support is required, the SENCO can request support from the Inclusion Partner.</p> <p>Children may also receive support from the following professionals :</p> <p>Speech and Language Therapists often work with children and suggest strategies to improve their learning. The school also benefits from having a Speech &amp; Language Learning Assistant who is able to focus specifically on this need.</p> <p>Educational Psychologist.</p> <p>School nurse and health visitors.</p> <p>Social care, Mind, Winston's Wish, YCT, CAMHS, Family Solutions, Power and Affinity have been involved with cases. These are referred to by either the parent or the DSL.</p>
7.	Are there any budget/resource issues in terms of SEN provision?	<p>All Adult Support is budgeted within the school's annual budget-setting process.</p> <p>Additional Resources can be purchased in accordance with the school's procedures, e.g. Curriculum Bids made termly with the Finance Committee.</p>
8.	How do children engage in activities available with children and young people in the school that do not have SEN?	<p>Leverton is an inclusive school where all children are part of mainstream classes. Some children may require interventions outside the classroom; however, they return to continue their learning with their peers. Teachers make use of the 'ordinarily available provision' to ensure that all children receive the support they need to access learning and participate in classroom activities.</p>
9.	How are children with SEMH needs supported in the school, and what measures are put in place to prevent bullying?	<p>Leverton School have employed a full-time learning mentor who is trained in Elsa, TPP, emotional literacy, anxiety and wellbeing. She carries out the following interventions :</p> <p>Time to talk Emotion literacy Control my thunder</p> <p>We recognise that children with SEN are more vulnerable to bullying, and we provide opportunities to talk about their emotions. See Anti-Bullying policy.</p>
10.	<p>When was the SEN policy last reviewed, and when will it be reviewed next?</p> <ul style="list-style-type: none"> <li>▪ Who is involved in reviewing the policy?</li> <li>▪ Does the policy reflect and meet the needs of pupils?</li> <li>▪ What does it say about supporting pupils in their transfer to and from other schools?</li> </ul>	<p>The SEN Policy was reviewed in September 2025 and agreed by the Governing Body. The next review will take place in October 2026.</p> <p><b><u>Transition</u></b></p> <p>Within the school, staff liaise with each other prior to the transition of classes each year.</p> <p>The Year 6 staff, SENCO and Learning Mentor also liaise with the secondary school to which our children transfer. In any liaison, the transfer of information concerning children with SEN takes a high priority, with arrangements for passing on One Plans and EHCPs and any other relevant details which may affect a child's learning. A transition day is held each year to ensure the children have met the staff and become familiar with their school surroundings. Further transition days are also arranged if required for children with SEN.</p> <p>Specialist teachers may also become involved with transition.</p> <p>If a child is transitioning into Leverton Primary School with SEN needs without</p>

		<p>an EHCP plan, IPRA funding may be applied for by the SENCO.</p> <p>If a child is transitioning to another primary school with SEN needs without an EHCP plan, IPRA funding may be applied for by the SENCO of the new school they are transitioning to.</p>
11.	Has the SENCO undertaken the necessary training?	<p>The current SENCO is Lesley Mottram. She has gained the National Award for SENCO and has the correct SENCO qualification. The SENCO works full-time out of class. Lesley Mottram may be contacted via the school office on 01992 715885.</p> <p>The SENCO attends local group meetings with other SENCOs.</p>
12.	What training has been undertaken to support children with SEN?	<p>All teaching staff will be trained on the latest additions to SEN policy and procedures.</p> <p>Staff have also received specialist training in the following areas :</p> <ul style="list-style-type: none"> <li>Eklan</li> <li>Welcomm</li> <li>Neli</li> <li>Literacy Difficulties</li> <li>Maths Difficulties</li> <li>Attention Autism</li> <li>Adaptions to PE lessons</li> <li>Training is given for 1:1 support in accordance with EHCP provision.</li> <li>Down Syndrome training</li> <li>ADHD training</li> </ul> <p>We have one LSA who is a specialist in Speech and Language.</p> <p>We have one LSA and SENCO who are trained in Precision teaching.</p>
13.	Specialist Equipment	<p>When required by children with SEN, specialist equipment may be purchased as recommended by PNI, Visual Impairment teams or other specialist teachers.</p>
14.	How are children consulted?	<p>We recognise that children's views are important with regard to the support that they need and their aspirations.</p> <p>We will consult with children about what works well and not so well in the classroom, what is important for them and their likes and dislikes.</p>
15.	Have the relevant staff members received appropriate training?	<p><b><u>Learning Assistant Training</u></b></p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Reading</li> <li>• Written Feedback</li> <li>• Inclusion/EAL resources</li> <li>• SEMH training</li> <li>• Training on Wellcomm</li> <li>• Any other training which fits the needs of the child</li> <li>• TPP training</li> <li>• Metacognition</li> <li>• ADHD</li> </ul> <p><b><u>Weekly Teacher Staff Meeting / Twilight Sessions and Inset</u></b></p> <ul style="list-style-type: none"> <li>• Reviewing One Plans</li> <li>• Maths Catch Up</li> <li>• Phonics</li> <li>• Ordinarily available</li> <li>• SEMH training</li> <li>• Training on Zones of Regulation</li> <li>• Any other training which fits the needs of the child</li> <li>• TPP training</li> <li>• Attachment awareness</li> <li>• Metacognition</li> <li>• ADHD</li> <li>• ASD (SENCO and Early Years lead)</li> </ul>

16.	What communication strategies are in place for parents/carers of children with SEN?	<p>There are a variety of strategies that are in place for Parents/Carers to communicate with the school:</p> <ul style="list-style-type: none"> <li>• Termly meetings with Class Teacher to review progress and agree new One Plan Targets</li> <li>• Twice yearly meetings with Class Teacher to discuss progress at Pupil Progress Meetings (November and March)</li> <li>• Where applicable, Annual Review meetings</li> <li>• Those parents whose child has been seen by the EP or Specialist Teachers have an opportunity to discuss their concerns</li> <li>• Parents can arrange to meet the Class Teacher/ SENCO/ Headteacher at any time</li> </ul>
17.	How are complaints handled from parents of children with SEN?	<p>In the first instance, the parent should seek clarification and support from the class teacher. If they are not happy with this support, then the SENCO should be contacted via the school office or <a href="mailto:senco@leverton.essex.sch.uk">senco@leverton.essex.sch.uk</a></p>
18.	Where can I find information on accessibility for children and visitors?	<ul style="list-style-type: none"> <li>• You can find information about accessibility under the school policy section of the school website titled: Accessibility Plan 2024-2027.</li> <li>• This plan shows how Leverton Primary School maintains the accessibility of our school for disabled pupils, staff, parents/carers and visitors.</li> </ul>