Lealholm Primary School Information Report – 2026/7

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Key personnel Headteacher: Mr B Russell SENCO: Mr B Russell Designated Governor for SEND: Mrs H Warburton

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Lealholm Primary School – SEND Information for Parents and Carers

Welcome

At Lealholm, we welcome all children. This guide is for parents and carers of children with Special Educational Needs or Disabilities (SEND), and for anyone supporting a child with additional needs. It explains the support your child can expect at our school.

What Are Special Educational Needs (SEND)?

A child has SEND if they need extra help or support that goes beyond what's normally offered in the classroom. This might be due to things like:

- **Communication and interaction difficulties**
- **Learning and thinking (cognition) challenges**
- **Emotional, social or mental health needs**
- **Sensory or physical difficulties**

How Do We Support Parents and Children with SEND?

We work closely with you and your child to make sure they get the best support. Here's what we offer:

- Both you and your child will be involved in their learning and decisions about their support.
- We'll regularly review how your child is doing.
- Homework can be adapted to suit their needs.
- We'll keep in touch through home/school communication systems if needed.
- We use different teaching methods and tools – including iPads for all children.
- We may also use advice from external experts (like speech therapists or educational psychologists).
- Gaps in your child's learning will be identified and supported.

You're always welcome to talk to your child's teacher or Mr. Russell (our Headteacher and SENCO) about progress or any worries.

Who to Talk to About SEND Support

Class Teachers
They're responsible for:

- Teaching all children, including those with SEND.
- Planning extra support if needed.

- Using strategies, tools, and help from others to support your child.

SENCO

He's in charge of:

- Coordinating all SEND support.
- Keeping you involved and informed.
- Working with outside professionals.
- Making sure staff are trained to support your child well.

Headteacher

- Oversees everything in the school, including SEND.
- Makes sure staff get training and governors are kept informed.

SEND Governor

- Checks that the school meets its responsibilities for children with SEND.

What Support Is Available for Children with SEND?

Our whole school provision maps (found here) outline our approaches for different needs and barriers to learning but are summarised here:

1. Quality First Teaching (in class)

- Teachers have high expectations for all children.
- Lessons are adapted to build on what your child can already do.

2. Group Support

- Small group sessions for extra help with learning.
- Led by trained staff.

3. Specialist Support from Outside Agencies

- If more help is needed, we might involve:
  - Speech and Language Therapists
  - Educational Psychologists
  - Other Local Authority professionals

You'll always be involved in the process and give permission before referrals are made.

4. Individual Support and EHCPs

- If your child needs a high level of support, we might apply for an **Education, Health and Care Plan (EHCP).**
- This is a legal document that sets out what support your child needs and how it will be provided.

How Do We Monitor SEND Support?

- We use **Individual Education Plans (IEPs)** for consistency.
- Regular checks include:
  - Tracking progress
  - Feedback from staff, parents and pupils
  - Reviewing our SEND policy yearly
- Senior staff and governors are involved in overseeing SEND provision.

What If I Have Concerns About My Child?

- **First, talk to the class teacher.**
- If you're still worried, you can speak to Mr. Russell (SENCO/Head).
- If you need to, you can contact the SEND Governor.
- We aim to work together to resolve any concerns quickly and supportively.

How Will the School Let Me Know If They're Concerned?

- We'll invite you to a meeting to talk through any issues.
- We'll listen to your views and work together to create a support plan.
- If needed, we may suggest involving a specialist.

How Is SEND Funding and Support Allocated?

- The school budget includes money for SEND.
- We look at the needs of all children and decide where support is most needed.
- Support and training are reviewed regularly to make sure it's effective.

Staff Training and Expertise

- All staff receive regular training in supporting children with additional needs, including:
  - Autism
  - Speech and Language
  - Emotional and social needs
- We also use training from trusted sources like the National Association for Special Educational Needs.
- Staff have access to additional support and resources when needed.

How Is Learning Adapted for My Child?

- Lessons are planned with all learners in mind.
- Support staff help where needed.
- Special resources or teaching methods are used to match your child's needs.
- If needed, your child might have a more personalised learning programme.

How Do We Track Your Child's Progress?

- Regular assessments and parents' evenings.
- Termly reviews for children with IEPs or EHCPs.
- SENCO keeps an overview of each child's progress.

Who Else Supports Children with SEND?

We work with a wide range of services, including:

- **Speech and Language Therapy**
- **Occupational Therapy**
- **Educational Psychologists**
- **Health professionals from the local NHS Trust**
- **Specialist SEND advisors from the Local Authority**
- **SENDIASS** – an impartial service for parents of children with SEND. Visit their website or call 01069 536923.

Accessibility at Lealholm Primary

- Our school is physically accessible to all children. Read our accessibility report for more information.
- We use specialist equipment as needed.
- Trips and clubs are open to everyone – extra support is available where needed.
- We work with external services to ensure full inclusion.

Helping Your Child With Transitions

We support children with SEND during big changes like:

Starting at Lealholm

- We work with your child's previous school or nursery.
- We meet with you to plan their transition.

Moving to a new school

- We share all important information with the new school.

- Extra visits and meetings are arranged if needed.

Have Questions or Want to Talk?

We're here to help. If you have any questions or want to talk through anything in this guide, you can contact us through the school office or email the SENCO at:

admin.Lealholm@yeat.co.uk

Overview of our offer

The Local Offer will provide information about:	Our setting will:
Identifying the particular special educational needs of a child or young person;	We monitor the progress of all children on a regular basis. By doing this we can ensure early intervention and assessment of needs. Staff complete an initial concerns referral form to raise any initial concerns with the SENDco. Strategies will be put in place to meet the needs of the pupil. If, after all the school's strategies, a child's progress continues to cause concern then additional help will be sought through outside agencies.
Consulting/working in partnership with parents of children with special educational needs and with young people with special educational needs;	Parents and pupils are involved through regular meetings. Individual Education Plans (IEPs) will be discussed and agreed with the parents and the child, if appropriate, will understand how they are going to be supported in order to make progress.
Securing the services, provision and equipment required by children and young people with special educational needs;	Additional help will be sought as required from a range of external providers. Schools will allocate resource (materials / equipment/ range of technologies, which are appropriate to meet the needs of the pupil) as indicated on the IEP.
Supporting children and young people with special educational needs in moving between phases of education, and in preparing for adulthood;	For pupils joining our school, information of their needs will be gained from previous providers and through discussions with parents. Where appropriate, transition plans will be put in place. For pupils moving onto a new school, information of their needs will be shared with the destination school and, where appropriate, transition plans will be put in place.
Lealholm's approach to teaching/ learning and development of children and young people with special educational needs;	Strategies employed will be recorded on an IEP which will include information about the short term targets, teaching strategies to be used and the provision to be put in place. This process will be reviewed termly and targets / provision will be recorded. If children require additional support which will benefit from the use of new technologies, we ensure that these can be used and adapted as needed.
How Lealholm adapt the curriculum/provision and additional learning support available to children and young people with special educational needs;	We provide a curriculum which is differentiated to meet the needs of all children. Targeted support is given to children with SEND and, where appropriate, specific intervention programmes will be put in place. Progress is monitored regularly and different strategies will be employed if required. If the support within school is not showing improvement for the child then additional agencies will be worked with for support, advice and guidance. We use a range of resources and technologies to support the curriculum and meet the needs of all our pupils.
The additional learning support available to children and young people with special educational needs;	A range of agencies e.g. Education Psychologists, Early Help, Education Social Work Services, Speech and Language services and SEND Hubs will be used.

The Local Offer will provide information about:	Our setting will:
How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review;	IEPs are reviewed termly with parents. Assessment data is collected termly, pupil progress meetings are held and plans are adapted where appropriate. In addition to this, informal discussion with parents is ongoing in the nurturing environment of small schools. Children with an EHCP also have an annual review to monitor progress towards their longer term targets.
How the effectiveness of special educational provision will be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation;	SEN provision is monitored by the SENCO, Head of School and designated governor. Adjustments to provision are discussed with parents and children, if appropriate. If a child has an EHCP those other agencies involved with the pupil will also be involved in discussions.
How facilities that are available can be accessed by children and young people with special educational needs	The school has an Access Plan and Equalities Plan to show reasonable adjustments. The school acts as a facilitator to access appropriate resources and facilities.
What activities are available for children and young people with special educational needs in addition to the curriculum;	All children are able to attend extra curricular activities. They have equal opportunity to become involved in any other activity / sporting events or any other areas of the curriculum. Reasonable adaptations will be made to enable this. Specialist sports events are organised to ensure all pupils are able to be involved in a wide range of events and activities.
What support is available for children and young people with special educational needs;	Where further support is necessary, outside agencies will be involved to provide guidance and resources where appropriate. Class teachers and teaching assistant are highly skilled in meeting the needs of all pupils. As part of Yorkshire Endeavour Academy Trust, we have experienced staff who can share their skills, knowledge and understanding of children with various educational needs.
How expertise in supporting children and young people with special educational needs is secured for teaching staff and others working with those children and young people.	Schools will actively seek information, training and support for children with SEN when specific needs arise. Staff attend regular training to keep up to date with new initiatives, including access to SEND On Demand training through National Assocation for SEN.
How the emotional and social development of children and young people with special educational needs will be supported and improved.	We are currently working with Nurture UK to complete the National Nurturing Schools Programme, which includes undertaking Boxall Profile assessments of all pupils to identify specific needs. Our school has received the National Nurturing School Award. All children follow our PSHE curriculum including an additional weekly myhappymind session focusing on mental health and are asked to identify 'Trusted Adults' in school,

The Local Offer will provide information about:	Our setting will:
	who can provide additional support, where needed. For some children additional programmes may be necessary. Some staff have received Compass Buzz training.