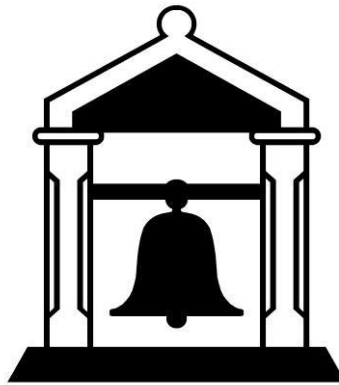




Scalford C of E Primary School

'Always trying to do our best so that we can shine'

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT 2025 -26

Headteacher: Mr A Tremarco

Academic Year 2025-26 Approved by Governors: Mrs K Bloodworth (Chair of Governors)

Reviewed annually or in accordance with Government guidance.

Signed copy in school

This policy is in accordance with: Leicestershire's Local Offer for Educational settings

Revised in line with the Children and Families Act 2014 and SEND Code of Practice: for 0 to 25 (2014)

Written by [Mr A Tremarco](#)

Approved by [Governors](#)

Reviewed: **September 2025**

Next review date: [The Governing Body of Scalford C E Primary School reviews this policy annually. September 2025](#)

Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School: [Scalford Church of England Primary School](#)

Address: [School Lane, Scalford, Melton Mowbray, Leics, LE14 4DT](#)

Telephone Number: [01664 444282](#)

Name of Headteacher: [Mr Andrew Tremarco](#)

Head teacher contact details: atremarco@sps.learnat.uk

Website address: www.scalford.leics.sch.uk

Facebook account details: [Scalford CE Primary School](#)

Age Range of pupils: [4 – 11 Years](#)

Date of Last Inspection: [23rd October 2018](#)

Outcome of last inspection: [Good](#)

Scalford School does not have a specialist designated unit of additional learning support department.

Total number of pupils receiving additional learning support: This number varies (not all children who receive additional support are on the SEND register)

The name of SEND co-ordinator: [Mrs Katie Spencer](#) kspencer@qps.learnat.uk

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.

Intent for children with Special Educational Needs in our school

Our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high quality and ambitious education regardless of need or disability.

- To provide curriculum access for all.
- To ensure that pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.
- To secure high levels of achievement for all.
- To provide an accessible learning environment which is tailored to the individual needs of all pupils.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work closely with external agencies and other professionals to hone and develop our provision for children with SEND.
- Regularly monitor the progress of children with SEND.
- To work in close partnership with parents and carers.

Implementation of support for children in school

All pupils with SEND will be:

- Included in all aspects of the school day.
- Provided with quality first teaching, differentiated to their needs.
- Respected and their contributions valued and acknowledged.

Pupils with SEND may:

- Have specific 1:1 or small group intervention to support their learning.
- Take part in social and emotional groups.
- Receive additional support from agencies outside school.

Impact of support in school

As a result of the support given:

- Children at Scalford C of E Primary feel happy, safe, supported and respected.
- Children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills.
- Children with SEND make good progress from their starting points due to the use of resources and intervention provided, which meets the needs of individual pupils.
- Children with SEND have developed independence and real life skills.

Definition of Special Educational Needs and Disability (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Overview

This policy complies with the guidance given in the 2014 document “Special Educational Needs and Disability Code of Practice: 0 to 25 years” (DFE Ref 00205-2013 available online at www.gov.uk/government/consultations) It has been written with reference to the following guidance and documents.

Children and Families Act
DfE 2014

Disability and Discrimination Act
DfES 2005

Every Child Matters – Outcomes Framework (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well Being)
DfES 2004

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001)
DfES 2001

National Curriculum Statutory Statement on Including All Pupils
DfES 2000

SEN and Disability Reform: Update and advice for Early Years Settings, Schools and FE Colleges (LCC)

Links with the Leicestershire Local Offer

Our local offer is placed within that of the local authority and as such, we work with existing partnerships but are willing to forge new ones in order to enable us to continue to provide for every pupil who wishes to attend our school. For more information about Leicestershire’s local offer please visit http://www.leics.gov.uk/special_education_needs

SEND provision

Scalford C E Primary School’s uses the Leicestershire Local Authority (LA) admissions policy for its admission arrangements. We are a rural mainstream setting which strives to be a fully inclusive school.

All pupils are welcome, including those with special educational needs and disabilities, in accordance with the LA’s admissions policy.

How accessible is the setting? The kinds of SEN that are provided for.

Our school dates back to 1860. We have three classrooms on the ground floor, with two sets of stairs in the corridor. We also have an office on the first floor. This school is suitable for pupils with physical disabilities.

However, due to the entrance to the school and the layout of the building and various steps/stairs, modification would be required to enable access by wheelchair users.

We have a small playground at the front of the school. The local village hall, a short walk away, is used for all of our PE lessons, school dinners and some whole school events. We also use the local church for regular whole school and small group events. These sites are fully accessible for pupils with physical disabilities.

Our school currently provides additional and/or different provision for a range of needs including:

- Communication and Interaction, for example, autistic spectrum disorder, speech and language difficulties.
 - Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia.
 - 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.
- This list is not exhaustive.

Resources/staffing for SEND

Support is put in place where appropriate depending on the pupils' individual needs. These resources are allocated to the SEND budget. The principle informing SEND resource deployment is one of ensuring access to the curriculum and therefore taking account of the pupils' individual need.

Resources include:

- A wide range of books, materials and tasks to suit students/pupils of differing abilities.
- Specific intervention programmes and resources.
- An appropriately stocked SEND ICT resource base that includes kindles, iPads and laptops with appropriate software programmes.

Organisation of support

We make every effort to achieve maximum integration of pupils with SEND and their peers, while meeting pupils' individual needs. In our school pupils are taught in classes of mixed ability.

Teachers provide learning opportunities for all pupils within our environment and provide materials appropriate to pupils' interests and abilities. Work is differentiated as part of quality first teaching. This ensures that all pupils (including those with SEND) have full access to the National Curriculum.

The structures and systems in place are:

- Individual and small group interventions to raise attainment in English and Mathematics.
- Classroom support to increase curriculum access and pupil achievement - using resources such as laptops, visual timetables, larger font, ipads, coloured overlays etc.
- Differentiated provision within a mixed ability setting – such as giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, talking devices etc.
- A range of clubs activities for all pupils.
- Individual and small group intervention to help support Social and Emotional development.
- An equal opportunities policy.
- Clear guidelines following our behaviour policy.

Management of Inclusion within our school

The headteacher and the governing body have delegated responsibility for the ongoing implementation of this policy to the Special Educational Needs Coordinator (SENDCo). The SENDCO is responsible for reporting regularly to the heads and the governor with responsibility for SEND on the ongoing effectiveness of this policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

How do we identify and assess pupils with special educational needs?

Scalford School uses a system of monitoring for identification, assessment and provision of all pupils about whom issues of concern have been raised. In line with the graduated response 'assess, plan, do, review'. This approach recognises that there is a continuum of SEND and that some pupils, who do not fall within the criteria of need as set out by LA, may, nevertheless, need monitoring at some stage during their school life to ensure their progress and/or well-being. From these pupils will be drawn those children who fulfil the criteria of Special Need as laid down by the LA following Government guidelines and these will be placed on the Register of Special Educational Need and Disability.

If the class teachers, or parents, have concerns about a pupil's SEND the class teacher gathers information and takes initial action to address those needs. There will be a discussion with parents at this stage. If following this action concerns are still being raised an initial concerns form will be filled in and the pupil progress will be monitored. A copy of these forms are kept by the class teacher and contain basic information. This is the first assessment in line with the Assess, Plan, Do, Review process. A plan will then be made by the class teacher to address the concerns and remove barriers to learning using high quality first teaching.

Regular meetings are held to discuss all children throughout the school who are on the monitoring file, in line with progress towards their personal targets. These are convened by the Headteacher and attended by representatives from the relevant teachers, learning support assistants, SEND Governor (where appropriate). Written comments can be submitted by class teachers and support staff. Parents (presence or comments) are invited and included in the progress review meetings.

Where it has been decided, following the initial assess, plan, do review process, that the provision already in place has not succeeded in removing barriers to the pupil's learning and progress, the SEND Coordinator (SENDCo) becomes involved in reviewing the provision and progress of the pupil in consultation with the class teacher and parents. At this point the pupil is noted as being at the stage of School Support.

Pupils who fulfil the criteria of Special Needs (SEND) will be entered on the Register of Special Educational Need and Disability and additional information will be recorded about provision and progress. Termly review meetings will aid the function of assessing provision and informing the allocation of resources. In line with the SCP and Children and Families Act 2014 pupils who have additional medical needs will have individual health care plan stored in the Medical Needs Folder. If a young person also has SEN their provision should be planned and delivered in a coordinated way with the healthcare plan.

For Pupils with Educational Healthcare plan (EHCP) an SEN support plan will be put together with the support of all stake holders to help support their progress in all areas of learning.

Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHCP) Plans, including:

Requesting an Education, Health and Care Assessment– In exceptional circumstances, where a child demonstrates significant SEND, complex health care and/or significant social care needs, the school or parents may request the Local Authority (LA) to carry out an Education, Health and Care Needs assessment. The LA will examine evidence from the school and outside agencies to decide whether this is necessary and inform parents of their decision.

Education, Health and Care Plan (EHC plan)

Once all of the advice for the assessment has been received, the LA will decide whether to draw up an EHC plan to determine a child's special educational provision.

How do we evaluate the effectiveness of our provision for pupils with special education needs?

We carefully monitor and track pupil progress and hold regular meetings with relevant staff, parents and the pupil. Children who are recognised as having a special education need have an individual education plan. Targets are set with the child and agreed with parents. They are Specific, Measurable, Achievable, Realistic and Time driven (SMART).

We focus on closing the gap and through careful monitoring we are able to identify progress accurately. This also means that support can be adjusted accordingly if progress is not being made. Personal targets are reviewed regularly but at least once each term. Pupils will be fully involved in the whole process to ensure that they understand how they can meet their goals.

Regular (termly or more frequently if required) meetings with the class teacher, support staff, parents and the pupil (where appropriate) will be held. At these meetings parents will be informed of how their child will be supported, either by staff within the school or by using outreach support specialist teachers. Specialist support and external assessment at a cost to the school will be carried out if; when following the assess, plan, do, review process; it is decided that the progress and levels of attainment are impacted by barriers to learning. This decision will be made by the SENDCo and in partnership with all stakeholders.

If appropriate a home school diary will be used to ensure parents are fully aware of what is happening during the school day.

Roles and Responsibilities

Class teachers

Class teachers and learning support assistants work collaboratively to provide lessons which are differentiated to meet the needs of children as part of quality first teaching. Pupils are supported both within the classroom and with 1-1 intervention programmes where appropriate to ensure they meet their individual goals.

Wherever possible pupils with special educational needs will work within the classroom setting with support being specifically tailored to suit the individual child.

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENDCo will oversee the day- to-day operation of this policy in the following ways:

- Analysis of whole-school provision map for vulnerable learners/SEN children
- Identifying on this provision map a list of pupils with special educational needs and disabilities
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Overseeing the records on all children with Special Educational Needs
- Liaising with parents of children with SEN, in conjunction with class teachers
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with an EHCP
- Carrying out referral procedures
- Overseeing the smooth running of transition arrangements and transfer of information
- Evaluating regularly the impact and effectiveness of all additional interventions
- Liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress.
- Attending area SENDCo network meetings and training as appropriate.
- Attending SEND meetings

□ Liaising closely with a range of outside agencies to support learners.

The school's SENDCo is Mrs Katie Spencer

The Headteacher

The Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND.

The school's Headteacher is Mrs Melanie Wrightam

The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

Additional Support for learning

Our teaching assistants learning support assistants are trained to deliver a range of SEND interventions within small groups and at times on a 1:1 basis.

The school has a school nurse within the District Health Authority to whom references are made in accordance with the Staged Procedure for assessment.

Similarly, contact is made with the Social Care Department and Education Welfare Service as appropriate.

We also work with the following services (some of which are provided centrally by the Local Authority and the Health Authority and some which we have to buy in):

- School Nursing
- Educational Psychology Service
- Child Guidance Services
- Specialist Teaching Service Team - staff specialising in supporting pupils/students with:
 - Hearing impairment
 - Visual impairment
 - Autism Outreach
 - Learning difficulties
 - Specific learning difficulties
 - Speech and language difficulties
 - Emotional, well-being difficulties

Parental involvement with their children

Children and Families are at the heart of everything we do at Scalford Primary School and as such the school values highly and responds positively to parents' views and concerns. Parents will be informed about their child's learning and encouraged to participate fully in their child's education at all times with termly parents evening and a yearly report. Where concerns are raised, by either parents or staff, meetings will be arranged to talk through next steps and make a plan for monitoring or support as part of the Assess, Plan, Do Review. Children will also be encouraged to take an active part in setting targets and working towards these. School support will be reviewed regularly, and the views of parents and pupils will be invited. Parents are actively encouraged to attend termly and annual reviews. A record of the

outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff and the pupil's parents.

The arrangements for consulting parents/carers of children with special educational needs and disability (SEND) about, and involving such parents/carers in, the education of their child.

We hold regular termly review meetings with parents of children with SEND. Parents and children are involved in the process of setting achievable and measurable targets. Parental contributions are included in the progress review meetings.

If parents or carers should have any concerns

Parents are encouraged to discuss any concerns they may have about their child's learning or barriers to inclusion with school. These should be raised initially with the pupil's class teacher and at this point concerns forms may be raised to the SENCO, or monitoring may be put in place and further meetings arranged. Many issues can be resolved through class action in this way. But if this does not happen, parents and staff may raise concerns with the SENCO and further meeting and monitoring will take place as part of the graduated response.

What should you do if you have a complaint?

First talk your concern over with your child's class teacher. If you are still unhappy please talk to the SENCO and Headteacher.

If the issue is still unresolved parents may take their concern to the governors and, if they are still dissatisfied, may take their complaint to the LA. The LA has a Parent Officer who can give impartial advice and mediate on the parent's behalf and can be contacted through the school or directly. Guidance is set out in our Concerns and Complaints Procedure.

Pupil voice

At Scalford C of E Primary we value the contributions that our pupils make and recognise that all pupils have the right to be involved in making decisions and exercising choice. How the school will do this:

- We will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, pupils with SEN are involved in monitoring and reviewing their progress and as fully as possible in making decisions about future support and provision. Their views are recorded and shared.
- All staff will actively listen to and address any concerns raised by children themselves.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting. Involvement of pupils in their education
- Pupils are involved in the assessment of their progress. They are also included in setting targets. Their opinions are taken into consideration and as part of the target setting process they are fully involved in their next steps in learning.
- As a small school we pride ourselves on excellent relations with children and young people in our care. If a child or young person has concerns about their learning or barriers to inclusion in school, they would first be encouraged to speak to the adults in their base about the support they need. All staff will actively listen to and address any concerns raised by children themselves.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and afterschool clubs. All pupils are encouraged to attend our residential trip(s). All school events are highly inclusive and are accessible to all pupils. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Pupils will be supported appropriately in accordance with their specific needs. Parents will be involved in care plans for those pupils that require them to ensure their child can maximise their enjoyment of visits and residential activities. All relevant risk assessment will be carried out.

Our intervention programmes include:

English intervention: Keep up and interventions from our phonics scheme Little Wandle, Rapid Catch up Little Wandle Letters and Sounds, Toe by Toe, Five minute Box, Read Write Inc, Talk Boost, Language for Thinking, Dancing Bears.

Maths Intervention: The Number Box: Numicon, Plus 1, Power of 2, Five Minute Box, ICT and APPs/games, Dyscalculia support.

One to one teaching may also be provided by a qualified teacher where appropriate.

How do we support emotional and social development of pupils with special educational needs?

Through small group self-esteem intervention and general support throughout their whole school day. As a small school one of our strengths is that every member of staff gets to know every child very well. We have a trained ELSA in school and children who need emotional and social development support will be given targeted support.

At Scalford Church of England School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. We recognise that bullying can also occur out of school hours. If bullying does occur, all pupils are actively encouraged to speak out and know that incidents will be dealt with promptly and effectively. We are a listening and telling school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

We have a range of specialist support that we can call upon when required. This ranges from supporting children with Dyslexia and Dyscalculia to those with social and emotional difficulties if and when required. Staff have all had training in Autism to tier 2. The SENCO/Headteacher regularly deliver in house training to maintain high standards of high quality teaching to support all children's learning as a first step, removing barriers to learning for children. Regular training on specific SEND such as being a 'dyslexic friendly school' and 'sensory processing needs' is also delivered regularly according to needs of pupils in school. Specialist training needs are identified during staff performance management and arranged throughout the year.

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

This support is provided through the school budget or pupil premium if appropriate.

Arrangements for supporting pupils with special educational needs in transferring between Primary Schools or when they move onto Secondary School

The SENCO, Headteacher and Year 6 staff have built up excellent relations with local secondary provision and SENCO's at local schools. Discussion between both schools would take place early in the transition process and meetings with the relevant staff and SENCO would be arranged. If appropriate additional visits to the school would be arranged for parents and children. SENDCOs from both schools would communicate to ensure that relevant information is fully shared and to ensure smooth transition from one setting to another. This provision is personally tailored to the individual pupils needs and in direct consultation with parents. When necessary additional meetings with external agencies, parents and transition partners will be arranged. For pupils with Education & Health Care Plans or Statements, an additional review meeting may be set. Links are maintained with the local secondary schools, the VCP and Birchwood Vale Special School.

Links with other policies and documents.

This policy links to the following documents which are available on our website.

- SEND Policy
- Anti-bullying policy
- Behaviour policy
- Disability and equality policy
- Inclusion policy
- Medical conditions policy