SEND Information Report for Lubenham All Saints CE Primary School
Local Offer

Regulation 3 Special Educational Needs and Disability (Information) Regulations (2016)

Contents

Contents 1
Introduction 1
Meet our team: 2
Our Approach to Teaching Learners with SEND 2
How do we identify children who may have Special Educational Needs or Disabilities (SEND)? 3
How do we support learners who may have SEND? 4
How will the curriculum be matched to my child's needs? 6
What Outside agency support can school access for my child? 7
Application for an Education, Health & Care (EHC) Plan 9
How will you keep me informed? 9
How will my child's views be listened to? 9
What support will be in place for my child's wellbeing? 10
How do we support children with medical needs? 11
How do we support and prepare children with SEND for the next steps in Education? 11
How are the school's resources allocated and matched to the children's special educational needs? 12
What should I do if I have a concern or am worried about my child's learning? 13
What should I do if I have a complaint about my child's education? 13
Who can I contact for further information? 13
Ofsted 13
List of useful SEND abbreviations and what they mean: 14

Introduction

Welcome to our SEN information report which is part of the Leicestershire Local Offer for learners with Special Educational Needs and disabilities (SEND.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually.



At Lubenham Primary School, we are committed to working together with all members of our school community. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Meet our team:



Mrs Sarah Bishop
Headteacher



Mrs Kate Martin
Assistant Headteacher



Mrs Emily Varley
SENDCo

Name of SEND Governor: Amy Kendrick

Contact: office@las.learnat.uk

Age range of pupils on roll: 3 – 11 (Pre-school admissions accepted from the term after the child turns 3)

Number of pupils with SEND: 9

We work closely with the local authority to ensure that our school offer of SEN complies with the new Code of Practice.

The local authority's local offer (what is available for parents and children in Leicestershire) can be found on their website at What is the Local Offer | Leicestershire County Council (2.9.26)

Our Approach to Teaching Learners with SEND

At Lubenham Primary School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. Our school improvement plan is about developing learning

for all and details are planned continued professional development (CPD) opportunities for all staff.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

How do we identify children who may have Special Educational Needs or Disabilities (SEND)?



At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

"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. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age: or
(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning.

At Lubenham Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene by putting in place additional strategies to support them. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is timetabled at appropriate times throughout the day and tracked on a provision map, which is reviewed termly.

This may include targeted support in areas such as spelling, reading high-frequency words to build fluency, handwriting, numeracy, literacy, speech sounds, fine or gross motor skills, or social, emotional and behavioural development. Additional support may also address any other needs identified in the child's support plan, which is

developed through collaboration between teachers, parents/carers, and the SENDCo.

We provide additional and or different provision for a range of different needs including:

- **Communication and interaction needs** for example Autism spectrum disorder, Speech and Language difficulties.
- **Cognition and learning needs** for example dyslexia, dyspraxia
- **Social, Emotional and Mental Health Difficulties** for example Attention Deficit Hyperactivity Disorder (ADHD)
- **Sensory and or Physical needs** for example Multi-sensory impairments, Hearing Impairments, Visual impairments, processing difficulties, epilepsy

A range of assessment tools may be used to gather information about a child's needs, including:

- Classroom observations
- BPVS (British Picture Vocabulary Scale)
- Graded Word Spelling Test (Vernon)
- SALFORD – reading assessment
- Sounds Write Phonic assessment
- Boxall Profiles
- SDQ (strengths and difficulty questionnaire)
- Analysis of sensory behaviour through questionnaires
- AET -Autism progression framework
- Small steps tracker (Reading, writing and maths)
- PIXL assessments
- Initial SALT (Speech and Language Therapy) screen

How do we support learners who may have SEND?



Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Lubenham Primary school we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their Teacher. The Special Educational Needs Co-ordinator (SENDCO) will also support with the identification of barriers to learning when a teacher/ parent raises an initial concern.

Early identification of special educational needs is vital. The class teacher informs the parents at the earliest opportunity to discuss any concerns that they may have and attempt to enlist their active help and participation.

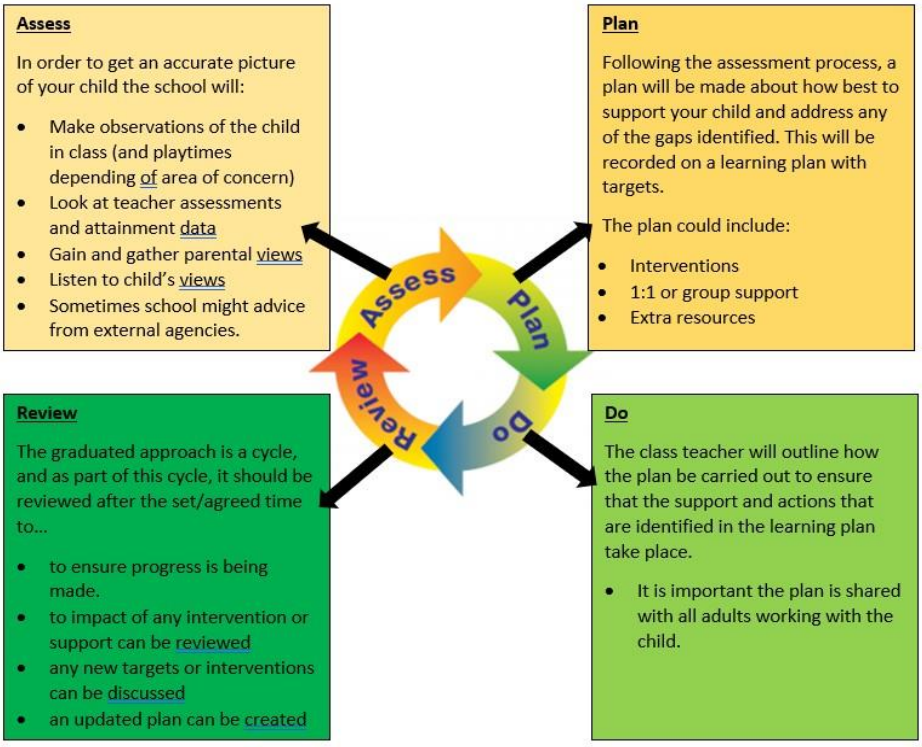
The class teacher will complete an 'Initial concerns' form which is shared with the SENDCo and includes information discussed with parents and carers.



We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Assess, Plan, Do, Review cycle

The SENDCo works closely with parents and teachers to '**assess'** and '**plan'** an appropriate programme of intervention and support, often setting small set targets to build on a key skill.

A period of additional support/ intervention takes place over 6 – 12 weeks (this is the **'do'** part of the support,) then a '**review'** meeting is held to review how the intervention went, was the child able to achieve their targets through the support provided, and are there ongoing targets which will need setting to continue supporting the learner to make progress?



Monitoring progress is an integral part of teaching and leadership within Lubenham Primary school through Pupil Progress Meetings, held with teachers and the Senior Leadership team to review progress and next steps for each class. This shared discussion may highlight any potential difficulties in order for further support to be planned.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors and within our Multi Academy Trust.

If the difficulties persist and the additional support is required to continue, the SENDCo, teacher and parents will discuss if the child needs adding to the **SEND Register.** This is recorded on Arbor and the child then receives ongoing SEND support and will have an Individual Support Plan **ISP** (documenting the assess, plan, do review cycle above) including a detailed overview of the strengths, the needs and

how best to support the child. This will be reviewed three times a year (November, February, June.)

If a learner has an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.



How will the curriculum be matched to my child's needs?

Teachers at Lubenham Primary School offer 'quality first teaching' for all learners, in which they adapt and differentiate their teaching to meet the diverse needs in each class. The teachers know their classes well and plan learning activities to meet the varying needs of the children in their class.

Occasionally a child may need more expert support from an outside agency such as the Speech and Language Team, Paediatrician etc. A referral will be made, with your consent and forwarded to a panel to decide the most appropriate professional to support your child. After a series of assessments, a programme of support is usually provided to the school and parents/carers. If your child has an EHCP (Education Health Care Plan), we will put provision in place as outlined in that plan.

This could include using:

- Visual timetables
- Writing frames
- The use of Widgit visual prompts to support understanding of language
- Scaffolding templates to support written work
- Differentiated tasks e.g. using numbers, or a strategy appropriate to the current stage of development of your child
- Working in partnerships with parents
- Working with the Teacher or Teaching Assistant as part of a small group, or on a 1:1 basis for some activities (e.g. reading)
- Use of information technology to support such as: i-pads, laptops or other alternative recording devices such as talking tins
- Peer buddy systems
- Positive behaviour rewards systems
- Working in partnership with external agencies
- Targeted interventions to work on specific target areas

The teachers make their classroom environments stimulating and supportive. Displays often provide prompts and reminders in order to support the children's learning (such as 'working walls' with modelled examples of their current activities' and a variety of children's work will be displayed.

Each classroom is equipped with aids to support both academic and social and emotional learning- including the use of calming boxes.

Depending on their need and which lesson is being taught, children with a special educational need may have additional support from LSA's within the classroom in order to support their needs.

Staff in school are always keen to develop their knowledge and engage regularly with continuing CPD, often during weekly staff meetings, as well as INSET days.

Lubenham C of E Primary School staff have received training in:

- How to support children on the Autistic Spectrum- AET level 1 (May 2026)
- Phonics support
- Precision teaching strategy
- Spelling and handwriting interventions
- The New Code of Practice training
- Dyslexia
- Anxiety
- Social communication
- Identification and assessment of needs
- Trauma and attachment
- Emotion coaching
- Behaviour forum support (Oakfield
- Boxall training (SENDCo)
- Working memory
- Developing character and resilience
- ADHD solutions training and support
- Speech and language support, including speech sounds training
- Sensory processing training
- SMART Target setting
- Zones of regulation training

Mrs Varley completed the National Award for Special Educational Needs Coordination (2015-2016). She is one of the SENDCos for the Learn –AT multi academy trust and attends half termly meetings with other SENDCos in the trust. As part of the Learn- At Multi Academy trust, staff will be able to share their knowledge and expertise. Staff will be able to support each other across the schools and where necessary, specialist external support will be sought.



Additional support and training is regularly available for staff. Mrs Varley will be providing regular training to staff on different areas of needs throughout staff meetings this year.

Supporting children with SEND has been a priority for Learn AT. Throughout 2024-2025, all staff attended 5 twilight sessions called the 'US programme'. This involved training all staff on the legal requirements and research informed practices to support children with SEND. Staff created a personal action plan after each session to try something in their practice which they reflected upon and fed back at the start of each session. Throughout 2025-2026, all staff attended 5 twilight sessions on adaptive teaching and inclusive practices.

What Outside agency support can school access for my child?

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services, including:

- School nursing (Healthy Together) Healthy Together 0-19 (Health Visiting and School Nursing) - Leicestershire Partnership NHS Trust
- Wellbeing support from the Local Authority Help for children and families | Leicestershire County Council
- NHS Speech therapy Children's Speech and Language Therapy Service Leicester, Leicestershire and Rutland | Leicestershire Partnership NHS Trust
- NHS Occupational therapy Children's Occupational Therapy Service - Leicestershire Partnership NHS Trust
- Bridge Park Plaza (Paediatricians)
- Autism Outreach Team
- Child Protection Advisors
- CAMHS (Child & Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- HSS (Hearing Support Service) to support children with hearing impairment
- VI (Visual impairment) support services to support children with vision impairments
- Health and Social Care
- LES (Leicestershire Early Support)
- The Learn-AT multi academy trust (MAT) schools obtain support from Educational Psychologists from Partners in Psychology (psychology service). (our link Psychologist is Gabby Newman) They would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

Contact details for the additional support services for parents and carers:

- Support Worker 01858464795
- CAMHS 01162952992
- Community Health Services www.leicspart.nhs.uk
- Parentline 0808800 2222 www.parentlineplus.org.uk
- Childline 08001111 www.childline.org.uk NSPCC 0808800 5000 www.nspcc.org.uk Family Information service 0116 305 6545 www.leics.gov.uk/family
- Special Needs Jungle (parent led information and resources) https://www.specialneedsjungle.com/
- Leicestershire SEND Hub – Parent carer forum (PCF) Home | Leicestershire Send

Application for an Education, Health & Care (EHC) Plan

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies the decision may be taken to request an EHC Plan.

This process will involve making an online application to the local authority setting out the child's needs, provision in place, including the assess, plan, do, review cycles, progress being made and further actions needed to support.

Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports. Further information can be found at Education, Health and Care Plan (EHCP) | Leicestershire County Council

How will you keep me informed?

The support that parents give to their children is invaluable and we are keen to develop strong working relationships with parents. Throughout the year, there will be many occasions to discuss your child's progress, such as:

- You will be able to discuss your child's progress at Parents' Evenings.
- If your child has been given an individual support plan (ISP), you will be invited to meet to discuss the progress made towards specific targets.
- Appointments can be made to speak in more detail to the class teacher or SENDCo by emailing the school office.
- Annual reports will be sent for all children, detailing the children's progress in various areas of the curriculum.
- Your child's class teacher will usually be available at the end of each day if you wish to raise a concern.
- There will be parent coffee mornings offered throughout the year which have varying focuses according to parental need.
- The school may put on training for parents, for example phonics support for parents.

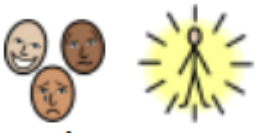
The class teacher may suggest ways of how you can support your child at home and can provide some resources that will help with different needs. Our SENDCo may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs. If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home as well as in school to ensure consistency for your child.

How will my child's views be listened to?

The children are encouraged to contribute their views about their needs and the support they receive as part of the Assess, Plan, Do, Review cycle to gather their thoughts about what has worked well that term and further information can be added to their Passport to Provision using their ideas.

In addition to this, they may be invited to take part in pupil interviews and questionnaires at various points through the year.

All children are encouraged to put themselves forward as School Council Representatives and to share their ideas in class so they have the opportunity to be involved in making whole school decisions.



What support will be in place for my child's wellbeing?

The huge benefit of being part of such a small school, is that our staff know our children well, from the before and after school wrap around care team, to our catering team, office staff and school leaders, in addition to everyone working within our classrooms – are trained annually in Safeguarding – to notice changes in our children – and will either check in with the child, or inform the class teacher who can then do so as soon as any change in their emotional wellbeing or behaviour is noticed.

We work closely with an outside agency called Positive Impact – who come into school twice a week: providing lunch time activities and bespoke small group interventions called "Shine." Through a holistic approach, they offer a range of programs designed to support social, emotional, and academic development, helping individuals thrive in their personal and professional development. Their team is passionate about creating inclusive, nurturing environments where everyone feels valued and supported. They work closely with our staff to address the unique challenges faced by each individual, with the aim that every child can succeed and lead a fulfilling life.

Members of staff such as the class teacher, Learning Support Assistant and SENDCO are readily available for children and parents who wish to discuss issues and concerns.

In addition to this, we have:

- Play leaders (trained Year 6 children) to help facilitate games and activities outside
- Buddy stop in the playground
- Regular PSHE/ RSE lessons
- Circle time
- Positive behaviour systems
- Whole school events in which children mix with others from different year groups
- Inter-trust events, in which our children mix with other schools within the Trust
- Our school SENDCo attends regular SEN training, including termly meetings with the Autism Outreach team, to keep up to date with local and national improvements.
- The school staff have received training for autism, trauma and attachment, emotion coaching, sensory processing and zones of regulation.
- Some staff have had specific training and support in developing speech and ADHD.

What activities are available for SEND pupils, in addition to the curriculum?

At Lubenham Primary School, we offer a variety of extra-curricular activities for children of all ages and abilities, please see the website/ Friday Flyers for more information about what is running this term.

After school and lunchtime clubs are carefully planned and adjustments will be made to make sure that they are fully inclusive for all children.

External visits ('trips) off site are planned to support the learning within the classroom. A risk assessment is carried out prior to every trip to ensure everyone's health and safety is not compromised. On occasion parents may be asked to accompany their chid on a school trip.

During the school day, some children might take part in social communication groups or partake in sensory circuits or movement breaks to support emotional regulation.

How do we support children with medical needs?



If a child has a medical need requiring regular medication/ close supervision then a Health Care Plan is compiled with support from the school nurse/ other medical specialist (if appropriate) in consultation with parents/carers.

These are discussed with all staff who are involved with the child.

- Staff receive first aid training (list of up to date trained staff is displayed in the staffroom.)
- Where necessary and in agreement with parents/carers medicines are administered in school – if prescribed the medication must have the instruction label attached.

How do we support and prepare children with SEND for the next steps in Education?





Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school: such as High School.

Lubenham Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur and will liaise with previous or receiving schools prior to the child joining or leaving.

These will include:

- Discussions between the previous or receiving schools prior to the child joining/leaving.

- All children, including new foundation stage children, attend a transition session(s) where they spend some time with their new class teacher in their new classroom, prior to changing year groups.
- Pre-visits may be made where the child has been identified as having an additional need or SEND, to support with information gathering and will complete and share the LearnAT new starters paperwork with the team in school.
- Additional visits are also arranged for children who need extra time in their new school.
- Our EYFS team will create a welcome booklet with photos of key staff and the environment to help prepare the children.
- Parents of new starters will be invited to a meeting with the EYFS staff and head of school at an Open Afternoon.
- Our SENDCo is always willing to meet parents/carers prior to their child joining the school – please contact the office to arrange this.
- Secondary school staff visit the children prior to them joining their new school and the year 5/6 children spend set days at the local High Schools, partaking in various activities throughout the year. This supports the children in becoming familiar with the setting and the routine of secondary school life.
- Information regarding SEN pupils is passed on to secondary schools.
- The children do a lot of activities together as a whole school and will spend time with all adults within the setting.
- Where a child may have more specialised needs, a separate meeting may be arranged with our SENDCO, the secondary school SENDCO, the parents/carers and where appropriate the child.
- Additional transition days can be arranged with the local high schools for children transferring with SEN (some even offer Summer school sessions to enhance the transition experience.)
- Parents are also invited to open events/ tours of the High Schools – if your child has SEND, it would also be worth asking to speak with their SENDCo to find out how their school may be able to support your child, this will help you to make an informed decision about the school you would like to request for the next step in their educational journey.

How are the school's resources allocated and matched to the children's special educational needs?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

Resources may include deployment of staff depending on individual circumstances.

What should I do if I have a concern or am worried about my child's learning?

Should parents have concerns regarding their child, initially they are encouraged to make an appointment with their child's class teacher. They will be able to talk about your child and share examples of work, or how they're coping within the classroom environment from a first hand perspective.

Further to that, the teacher may suggest speaking to the headteacher or the SENDCo in which concerns can be discussed and some further assessments can be carried out, this will be documented as part of the 'initial concerns' process.

Within the classroom, children are encouraged to talk about their learning on a regular basis. Children often self-assess their work and are encouraged to ask for help if they are unsure. Teachers will verbally talk to the children should they have any concerns in order to find out what the children say they need support with.

What should I do if I have a complaint about my child's education?

We would encourage parents in the first instance to discuss their concerns with their child's class teacher.

If the matter is not satisfactorily resolved, you should then make an appointment with the SENDCo, Headteacher or another member of the Senior Leadership Team. Please see the complaints procedure.

Staff and governors actively encourage a positive relationship between the school and families.

Who can I contact for further information?

If you wish to discuss your child's educational needs, then please contact the school office to arrange a meeting with your child's class teacher or the school SENDCo. If you are seeking further outside agency support, school can provide signposting and advice to support with this.

How can I contact the SENDCo?

Communication is to be sent via the school email address and will be forwarded to the SENDCO office@lub.learnat.uk this is to ensure that information is sent to the correct team and in the event of staff absence, can still be addressed in a timely manner.

Ofsted

We were last inspected in February 2023 and were rated as **Good.**

The report can be found here: Inspection Reports and Performance Tables - Lubenham CE Primary School

List of useful SEND abbreviations and what they mean:

Please don't ever be afraid to ask if a member of staff uses an abbreviation or phrase you're unsure of, here's some of the most common ones associated with the field of SEND:

- SEND – Special Educational Needs and Disabilities
- SENDCo – Special Educational Needs and Disabilities Coordinator
- ISP – Individual Support Plan
- APDR – Assess, plan, do, review – learning support cycle
- ADHD – Attention Deficit Hyperactivity Disorder
- ASD – Autism Spectrum Disorder
- SPD – Sensory Processing Disorder
- SLCN – Speech language or communication needs
- C&L – Cognition and learning needs
- C&I – Communication and interaction needs
- SEMH – Social, emotional or mental health needs
- AOT – Autism Outreach Team
- SALT – Speech and Language Therapist
- OT – Occupational Therapy
- Ed Psych – Educational Psychologist