

Loxley CofE Primary School



Special Educational Needs and Disabilities (SEND) Information Report

Date Last reviewed: December 2025

Signed by:

Headteacher: Tim Dale

Date: 04/03/2026

Chair of Governors: Charlotte Morgan

Date: 04/03/2026

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Our school's approach to supporting pupils with SEND

Our children leave Loxley curious, inspired, with a sense of their own self-worth while contributing positively to society.

We believe that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. Our SEND policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND. Through successful implementation of our SEND policy, the school aims to eliminate discrimination and promote equal opportunities.

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of our SEND policy, the school will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENDCo.
- Inform parents when they are making special educational provision for their child.

The school has a statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers at the school:

- Identify pupils in their class who may have additional needs and raise an initial concern with the SENDCo
- Set high expectations for every pupil.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENDCo.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parent.

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier

decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is outlined in our SEND policy.

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals to give these pupils more tailored and specific intervention. If, after reviewing the cycle of interventions, the pupil has not made expected progress, the school will (in consultation with parents) consider the appropriateness of applying to request an Educational Health and Care needs assessment. This may also be the case on transfer from another school. Further information about EHCPs is below.

The school will consider whether additional pastoral support and attention for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place.

Catering for different kinds of SEND

The benefits of early identification are widely recognized where need is identified and effective provision is made at the earliest point. This improves long-term outcomes. A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age. High quality teaching that is adapted and personalised will meet the individual needs of the majority of pupils. Some pupils need educational provision that is additional to, or different from, this. Special educational provision is underpinned by high quality teaching and should not be compromised by anything less.

The SEND Code of Practice (Jan 2015) refers to four broad areas of need:

Cognition and learning

Pupils with learning difficulties learn at a slower pace than their peers, even with appropriate adaptation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia or dyspraxia.

Communication and interaction

These pupils have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, neurodivergent pupils with autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Some pupils with diagnoses of developmental language disorders will also experience difficulties communicating with others and following instructions.

Social, emotional and mental health

Some pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging or disruptive behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that were medically unexplained. Other children may have diagnoses of conditions such as Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD) or Attachment Disorder.

Sensory and/or physical needs

These pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Those pupils with a physical impairment, vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning. Neurodivergent pupils with autism and/or ADHD will also require specialist sensory support and reasonable adjustments in order to access their learning.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Mrs Sam Worland (SENDCo Primary 4-11years)	Primary aged SEND provision	B.Ed (Hons) & National SEND Qualification
Mrs Alison Harris (TA)	SEND interventions	EPATT Trained
Mrs Amanda Wight (TA)	SEND interventions	EPATT Trained

All staff are currently involved in the PINS Project to further develop their knowledge and understanding of neurodivergent pupils.

The SENDCos

Name of SENDCo	Email address	Phone number
Mrs Sam Worland (Primary 4-11years)	worland.s1@welearn365.com	01789 731301

Securing and deploying expertise

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals to give these pupils more tailored and specific intervention. These agencies include:

- Educational Psychology Service (EPS)
- SEND Supported Specialist Teachers (For cognition & learning needs; communication & interaction needs)
- Speech and Language Therapy Service
- Vision Support
- Integrated Disability Service
- Children's Services
- School Nurse/Paediatric health team
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (now known as RISE)

Equipment and facilities

Some pupils with SEND require specialist equipment and facilities to be able to access their learning. This may vary on the level of need from sensory equipment to specialist visual and physical equipment. The school will liaise with the LA (SENDAR) and the various specialist services outlined above to secure the appropriate equipment and facilities that these pupils require.

Identifying and assessing pupils with SEND

The school recognises that early identification and effective provision improves long-term outcomes for pupils. Every term school holds Pupil Progress meetings where each child is discussed – their attainment and progress considered – and, where this falls below the age-related expectations, additional support is put in place. This may be in the form of “keep up” or “catch up” sessions led by TAs and staff in school. When a child is identified to participate in these, a letter will be sent home to parents to inform them.

As part of the overall approach to monitoring the progress and development of all pupils, school’s approach to identifying and responding to SEND is outlined in the link below:

[Identifying and responding to SEND](#)

Identification of pupils with SEND will be continuous through a child’s time at school. Staff will be expected to remain alert to events that can lead to learning difficulties, such as bereavement or bullying. Where a pupil is identified as having SEND, the pupil is added to the SEND register and the class teacher, supported by the SENDCo, will write a Personal Learning Plan (PLP). This will include any interventions and adaptations in place for the pupil’s learning and will be shared with parents. The school will liaise with parents in setting outcomes and reviewing the progress of this plan termly.

As explained above, where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND needs of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment (EHCNA). This may also be the case following transfer from a previous school where professional reports and the plan do review cycle has already commenced. The approach to identifying and responding to this process is outlined in the link below:

[EHCP process](#)

Warwickshire County Council SEND department, SENDAR have a clear approach to consider a request for an Education, Health and Care needs assessment (EHCNA). This is outlined in the link below:

[WCC information in relation to EHCP](#)

Consulting with pupils and parents

Parents

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child’s progress.

If it is considered that a child would benefit from some additional support in school, in the form of intervention sessions, school will write to parents to let them know what the intervention is for, who will lead it and how many times a week it will be run.

Any individual planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil’s strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.

- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

Pupils

Where a pupil is receiving SEND support, the class teacher will meet with the pupil to devise a One-Page Profile of the pupil. This highlights the pupil's strengths and capabilities and enables the pupil to say what they have done, what they are interested in and what outcomes they are seeking in the future. When it is time to review the PLP (as mentioned above), the pupil's views will be sought in relation to how successful the plan has been and what their future targets might be

Involving key stakeholders

Additional information about LA services, policies and ways in which pupils within South Warwickshire can be supported to ensure their needs are successfully met, e.g. SENDIAS, FIS and other voluntary organisations can be found using the following link:

<https://www.warwickshire.gov.uk/education-send>

Progressing towards outcomes

Where a pupil is receiving SEND support, the school will review the PLP with parents and pupils, as explained above, each term. This is in addition to the termly parents' evenings and annual report to parents.

With pupils who have an EHCP, the school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually. The class teacher with support from the SENDCo, tracks the progress of the three termly small steps outlined in the pupil's EHCP. A child centred approach to the review process is required by the LA. Further information can be found in the following link:

<https://www.warwickshire.gov.uk/homepage/318/ehc-needs-assessment-and-ehc-plans>

Transition support

A class transition information sheet will include medical / SEND information. Where needed, individual transition meetings are arranged between the SENDCo, current teacher, new teacher and parent(s) / carer(s). Transition booklets with photos of new teacher / classroom etc. can be provided for the child to take home over the holiday where needed. When individuals move primary schools within the academic year, the SENDCo of any other destination school is contacted to develop a package to support transition.

The SENDCo and class teacher liaise on transition from Year 6 to Year 7. The SENDCo will liaise with the secondary school SENDCo to arrange extra visits for vulnerable children. Transition booklets with photos of new teacher / classroom etc. can be provided for the child to take home over the holiday where needed.

Adaptations to the curriculum and learning environment

As outlined in our school's approach to supporting SEN pupils, we will ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning. The school will endeavour to ensure that pupils with SEND get the support they need to access the school's broad and balanced curriculum. Teachers make reasonable adjustments in their planning,

resourcing and delivery of the curriculum to meet the needs of all SEND pupils in the class. Furthermore, class teachers make be required to adapt the learning environment to ensure that SEND have the appropriate accessibility for their learning.

Pupils with visual/physical impairments are seated at the front of the class where they have easy access to assistive technology. Careful consideration is given by the teachers to ensure that the learning environments for all pupils are inclusive and not visually or sensory overstimulating.

Inclusivity in activities

The school ensures that pupils with SEND can participate in activities amongst their peers and those that do not have SEND and adapt the curriculum accordingly. Specialist equipment will be used in these activities where required. Movement, rest or sensory breaks may be needed in various activities. Careful consideration is given by the teachers to meet the needs of the pupils with SEND in the class.

Supporting emotional and social development

Some children may require additional emotional and social support at various points at their time in school. Extra pastoral support arrangements may be required to ensure that their emotional and social needs are met appropriately which would be identified in the pupil's PLPs. For example, listening to the views of pupils with SEND; regular check-ins with a designated trusted adult; 1:1 counselling from external agencies; measures outlined in the school's Anti-bullying policy to prevent bullying; social interaction interventions; emotional regulation interventions etc.

Evaluating effectiveness

The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary, make changes to our provision.

Handling complaints

The school will publish the Complaints Procedure Policy on the school website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

Parents will be made aware that Ofsted can consider complaints relating to whole-school SEND early years provision if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

Local Offer

Information about Warwickshire's local offer of SEND support is available at www.warwickshire.gov.uk/send along with additional information about services, policies and ways in which children and young adults within South Warwickshire can be supported to ensure their needs are successfully met, e.g. SENDIAS, FIS.

Named contacts

Name of individual	Email address	Phone number
Mrs Sam Worland (SENDCo)	Worland.S1@welearn365.com	01789 731301
Mr Tim Dale (Headteacher & DSL)	Head3040@welearn365.com	01789 840211
Warwickshire County Council SENDAR Team	sen@warwickshire.gov.uk	01926 742160
Warwickshire Parent Carer Voice	https://warwickshireparentcarervoice.org/	
Warwickshire SENDIAS	warwickshiresendiass@barnados.org.uk	01788 593159

Additional support

As the school is part of the PINS Project (Partnership for Inclusion of Neurodiversity in Schools), additional support and services are available to parents and teaching staff. The Warwickshire Parent Carer Voice group is available for parents and carers for guidance and support. The website link is available here:

<https://warwickshireparentcarervoice.org/>