

Stronger Together



BRADGATE
Education Partnership



Great Dalby Primary School

SEN Information Report

Approved by: Trust Board
Report produced by: James Bryan (SENDCo)
Next Review Date: September 2026

Ambitious
Collaborative
Ethical



This Information Report has been prepared by James Bryan and approved by the Board of Trustees for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found on our website. In particular, it should be read alongside the school's SEND policy.

The school makes provision for the following kinds of SEND	At Great Dalby Primary School, we are committed to supporting children with a wide range of Special Educational Needs and Disabilities (SEND). We provide for the following types of SEND, in accordance with the SEND Code of Practice (2014): 1. Communication and Interaction Needs: This includes children who experience difficulties in communicating with others, such as those with speech, language, and communication needs (SLCN), or those on the autism spectrum who may have challenges with social interaction. 2. Cognition and Learning Needs: This category includes children who learn at a different pace than their peers, even with appropriate adaptations. It covers specific learning difficulties (SpLD) like dyslexia, dyscalculia, and dyspraxia. 3. Social, Emotional, and Mental Health Needs (SEMH): These needs encompass a wide range of difficulties that may manifest as withdrawal, anxiety, disruptive behaviour, or other mental health issues. The school provides tailored support to help these children manage their emotions and develop resilience. 4. Sensory and/or Physical Needs: This includes children with visual or hearing impairments, or those with physical disabilities that require additional support or adaptations to access the curriculum effectively. We also support children with long-term health conditions such as asthma, diabetes and epilepsy. At Great Dalby Primary School, our goal is to ensure that all children, regardless of their individual needs, receive the appropriate support and resources to access a full and balanced education. We work closely with parents, healthcare professionals, and external agencies to tailor our provision to meet the unique needs of each child, fostering an inclusive and supportive learning environment.
The school identifies and assesses SEND by:	The school identifies and assesses Special Educational Needs and Disabilities (SEND) through a comprehensive and structured



process including teachers, parents, and external professionals. Key steps in this process include:

1. Early Identification:

- On entry to the school, the Early Years Foundation Stage (EYFS) team collaborates with pre-school settings to gather detailed information about each child. This includes developmental, social, and medical data to determine whether any children need monitoring or immediate placement on the SEND record.
- Continuous observation and assessment are conducted by teachers and staff to identify any difficulties in learning, behaviour, social interaction, or physical abilities.

2. Observation and Monitoring:

- Teachers and staff monitor the progress and behaviour of pupils. Concerns may be raised by teachers, parents, the pupil's previous school, or the pupil themselves.
- Regular tracking of outcomes helps in detecting a slowdown in progress, achievement below age-related expectations, or significant changes in behaviour or attitude, which may indicate additional needs.

3. Formal and Informal Assessment:

- If a child is showing signs of difficulty, both formal assessments (such as standardised tests and specific educational evaluations) and informal assessments (like classroom observations and teacher feedback) are used to understand the child's strengths and challenges.
- Where necessary, the school may seek assessments and diagnoses from health professionals, such as educational psychologists, speech and language therapists, or occupational therapists.

4. Collaboration with Parents and Professionals:

- Parents are encouraged to share any concerns they have about their child's development and progress. This collaboration ensures that potential SEND is identified as early as possible.
- The school works closely with external agencies, such as specialist support services, the Educational Psychology Service, and health professionals, to conduct more detailed assessments and to develop appropriate support plans.

5. The Graduated Approach:



	○ Once a potential SEND is identified, the school follows a four-part cycle known as the graduated approach: Assess, Plan, Do, Review. ○ This process involves identifying the child's needs, setting short-term targets, implementing interventions, and reviewing the outcomes to determine if further support or adjustments are needed. By using these methods, the school ensures that every child's needs are accurately identified and appropriately addressed, enabling them to access the full curriculum and achieve their potential.
The school supports SEND in accordance with its policy framework which is set out at:	Assessing and reviewing the progress of children with SEND At Great Dalby, we regularly assess the progress of pupils with SEND through a combination of formal assessments, teacher observations, and individual progress reviews. Pupils with SEND have individual Learning Plans (ILPs), and their progress is reviewed termly in consultation with parents and carers. For example, pupils who struggle with reading may participate in regular phonics assessments to ensure targeted support is effective and that their reading levels are improving. Teaching children with SEND We adapt our teaching methods to ensure pupils with SEND can access the curriculum alongside their peers. For instance, pupils with dyslexia may receive visual aids, while those with autism may benefit from clear visual schedules to support transitions between lessons. Our teaching staff receive ongoing professional development to ensure they can effectively implement strategies tailored to each child's needs. Adapting the curriculum and learning environment for children with SEND At Great Dalby, we make necessary adjustments to the curriculum and classroom environment to accommodate the diverse needs of our pupils. For example, if a pupil has sensory sensitivities, we may create a calm, quiet area within the classroom or offer sensory breaks. Similarly, we differentiate lessons, breaking down tasks into smaller, manageable steps for pupils with learning difficulties, allowing them to progress at their own pace. Subject leads take responsibility for SEN provision and have documents that offer support to all staff to overcome barriers SEN pupils may face in each lesson. Making decisions on additional support in relation to children with SEND



	Decisions regarding additional support for pupils with SEND are made collaboratively between teachers, parents, and the SENDCO (Special Educational Needs Coordinator). Each pupil's needs are individual as is the support required to overcome barriers. However, support time is optimised by grouping pupils interventions when possible but providing 1:1 support if required. Ensuring inclusion of children with SEND with children without such needs across all school activities Inclusion is a priority at Great Dalby, and we strive to ensure all children can participate fully in all aspects of school life. For example, pupils with physical disabilities are supported during PE lessons and extracurricular activities through appropriate modifications, such as adapted equipment or additional adult support, allowing them to join in with their peers. All staff are expected to maintain high expectations of SEND pupils as they would with any other pupil in their class. Supporting the emotional, social, and mental development of children with SEND We understand the importance of emotional and social well-being, so we provide tailored support to help pupils with SEND thrive. This might include interventions such as 'circle time' or access to a learning mentor, who can work with children who are experiencing anxiety or social difficulties. The School Nurse has been a regular and invaluable source of support to our pupils. We also provided ELSA support to pupils although this is no longer available. This year we are looking at training a member of staff to become our new wellbeing champion. Evaluating the effectiveness of our provision for children with SEND The effectiveness of our SEND provision is regularly evaluated through pupil progress reviews, feedback from parents, and observations of classroom practice. For instance, if a child is not making expected progress despite support, we reassess their needs and modify interventions as necessary. Termly meetings with parents, teachers, and external specialists (if needed) ensure we are meeting the individual needs of each child effectively.
The school's SENDCO's details are:	The school's Special Educational Needs Coordinator (SENCDco) details are as follows: • Name: James Bryan • Email: jbryan@greatdalby.bepschools.org



	• Phone: 01664 562750 The SENCDCo is responsible for overseeing the provision for students with SEND, coordinating with teachers, parents, and external agencies to ensure that appropriate support is in place for each child.
The school's staff have been trained and have expertise in the following areas:	At Great Dalby Primary School, our staff are dedicated to continuous professional development, particularly in areas that support the diverse needs of our pupils. Our team has received training in various areas, including: • Special Educational Needs and Disabilities (SEND): Regular training on identifying and supporting children with SEND, including specific conditions like Autism Spectrum Disorder (ASD), ADHD, and dyslexia. • Emotional and Social Development: Workshops and courses on promoting emotional resilience, mental health first aid, and supporting children with social, emotional, and mental health (SEMH) needs. • Differentiation and Inclusive Teaching: Training in adapting the curriculum to meet the needs of all learners, including those with SEND. • Communication and Interaction: Training in supporting children with speech, language, and communication needs, including the use of visual aids and alternative communication methods. Pupils with medical needs If a pupil has a medical need, then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. Staff will receive additional training to supports pupils with medical needs (for example diabetes). Staff receive Epipen training delivered by the school nurse. Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.



	All staff have basic first aid training. When additional expertise is required, we secure it through various channels. For example: • Educational Psychologists: We may invite an educational psychologist to assess and provide strategies for a child with complex learning needs. • Specialist Teachers: If a child requires support beyond the expertise of our staff, we may bring in specialist teachers, such as those who focus on visual or hearing impairments. • External Agencies: We collaborate with external agencies, such as Child and Adolescent Mental Health Services (CAMHS) and many other support groups: ○ Autism outreach for C&I surgeries and pupils with and Autism diagnosis. ○ The Speech and Language Team (SALT) ○ The School nurse for triage which often results in counsellor involvement or other professions ○ The Learning Support Team ○ Occupational Health ○ Physiotherapy These measures ensure that all children at Great Dalby Primary School receive the support they need to thrive academically, socially, and emotionally.
The school will secure equipment and facilities for pupils with SEND by:	At Great Dalby Primary School, we are committed to ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), have access to the resources and facilities they need to succeed. When it is identified that a child requires additional equipment or specific facilities to support their learning and development, the following actions will be taken: 1. Assessment of Needs: The SENDCo, in collaboration with teachers, parents, and relevant specialists, will assess the child's specific needs to determine what additional equipment or facilities are required. 2. Securing Funding: ○ School Budget: The school allocates part of its budget specifically for SEND provision. This includes funding for specialized equipment,



	resources, and any necessary adaptations to the school environment. ○ Pupil Premium: For eligible pupils, the Pupil Premium funding can be used to provide additional support and resources. ○ Top-Up Funding: In cases where a child's needs are particularly complex, we may apply for additional top-up funding from the local authority to cover the costs of necessary equipment or facilities. 3. Provision of Equipment/Facilities: Once funding is secured, the school will promptly arrange for the purchase or installation of the required equipment or facilities. This could include items such as: ○ Specialized seating or desks ○ Assistive technology (e.g., communication devices or software) ○ Sensory resources (e.g., sensory rooms or calming spaces) ○ Physical adaptations to the school environment (e.g., ramps, handrails, or accessible toilets) 4. Ongoing Review: The effectiveness of the equipment or facilities provided will be regularly reviewed to ensure they meet the child's needs. Adjustments will be made as necessary to continue supporting the child's learning and development. By taking these actions and utilizing available funding, Great Dalby Primary School ensures that all children have the opportunity to participate fully in school life and achieve their potential.
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The school aims to involve the parents/carers and pupils with SEND and will do so by:

At Great Dalby, effective communication with parents is a cornerstone of our approach to supporting each child's educational journey. Pupils progress is continually monitored by his/her class teacher. The usual steps of communication with all parents include:

1. **Parent-Teacher Meetings:** Held twice a year, these meetings allow for in-depth discussions about the child's academic progress, social development, and any areas of concern or celebration.
2. **End of Year Reports:** Distributed at the end of each year, these provide a comprehensive overview of the child's academic performance, attendance, and behaviour.
3. **Weekly Newsletters:** Sent via email or through the school's communication app, these updates include information about school events, important dates, and general announcements.
4. **Open Door Policy:** Parents are encouraged to reach out to teachers or school administration at any time to discuss concerns or seek advice regarding their child's education.
5. **School Events and Workshops:** Regularly scheduled events, such as curriculum nights and workshops, offer parents insights into the school's programs and ways to support their child's learning at home.

Additional Steps for Children with SEND

For children with Special Educational Needs and Disabilities (SEND), the academy enhances communication with the following additional steps:

1. **Termly Individual Education Plan (IEP) Reviews:**
 - Parents of children with SEND are invited to termly IEP review meetings. During these meetings, the child's progress towards specific goals is assessed, and adjustments to their support plan are made as needed. These reviews involve collaboration between parents, teachers, the SENDCO, and any relevant specialists.
2. **SEND Meetings with Parents:**
 - In addition to regular parent-teacher meetings, the academy holds dedicated SEND meetings with parents. These meetings, which may be scheduled more frequently, provide an opportunity to discuss specific interventions, progress, and any concerns related to the child's SEND needs.
3. **Transition Planning Meetings:**
 - During the summer term, we hold transition meetings involving the child's current teacher, the



	new teacher for the upcoming year, and the parents. These meetings are crucial for ensuring that the child's needs are understood and supported as they move to the next stage of their education. 4. Regular Progress Updates: ○ Parents of children with SEND receive more frequent updates on their child's progress. These can be communicated through emails, phone calls, or written reports, providing detailed insights into how the child is responding to interventions and support. 5. Communication Books or Digital Logs: ○ For some children with SEND, a daily or weekly communication book or digital log is maintained. This tool keeps parents informed about their child's day-to-day experiences, successes, and any concerns, enabling them to support their child's learning and development at home. 6. Involvement of External Agencies: ○ When external agencies (such as speech and language therapists, educational psychologists, etc.) are involved in supporting a child, parents are regularly updated on the collaboration and progress made. Meetings with these professionals may also be arranged to discuss strategies and outcomes.
Any concerns or complaints raised by a parent/carer of a pupil with SEND will be dealt with by the school by:	For more detailed information on how to raise a concern or make a formal complaint, please refer to the Bradgate Education Partnership (BEP) Complaints Policy, which can be accessed here. Any concerns or complaints raised by a parent or carer of a pupil with Special Educational Needs and Disabilities (SEND) will be dealt with by the school through the following process: 1. Initial Contact • Class Teacher: The first point of contact for any concerns or complaints is the child's class teacher. Parents or carers are encouraged to discuss their concerns directly with the teacher, who can often address issues quickly and effectively. 2. Involvement of the SENDCO • Special Educational Needs Coordinator (SENDCO): If the issue is not resolved at the class



	teacher level or if the concern specifically relates to SEND provision, parents or carers should contact the SENDCO. The SENDCO will review the concern, discuss it with the relevant staff, and work with the parents to find a satisfactory resolution. 3. Formal Complaint Procedure • Headteacher: If the concern is not resolved after discussions with the SENDCO, parents or carers can escalate the issue to the Headteacher. The Headteacher will conduct a thorough investigation, considering all aspects of the complaint, and respond to the parents with findings and actions to be taken. 4. Complaints Policy • Formal Written Complaint: Should the issue remain unresolved, parents or carers can submit a formal written complaint in accordance with the school's Complaints Policy. This policy outlines the process for submitting complaints, how they will be handled, and the timeframes involved. Throughout this process, the school is committed to: • Listening carefully to the concerns raised by parents or carers. • Responding promptly and transparently to issues. • Ensuring fairness and thoroughness in investigating and resolving complaints. • Maintaining open communication with the parents or carers, keeping them informed at every stage of the process. The school aims to resolve all concerns and complaints in a manner that is supportive and respectful of the needs of the child with SEND, fostering a positive and collaborative relationship between the school and the family.
The school works with other agencies to support school with SEND and their families by:	Agencies We Work With: I. Educational Psychology Service (EPS): ○ Role: Provides assessments, consultations, and interventions to support the learning and development of children with SEND.



	○ How Support is Obtained: Referrals are made through the SENDCO following discussions with parents/carers and teachers. ○ The EPS offers valuable insights and strategies that significantly impact the educational progress and well-being of our pupils. 2. Speech and Language Therapy (SaLT): ○ Role: Supports children with communication and language difficulties through individual or group therapy sessions. ○ How Support is Obtained: Referrals are made by the SENDCO based on the child's needs, often after discussions with parents and teachers. ○ The SaLT service is instrumental in improving communication skills, which in turn supports better engagement and learning. 3. Child and Adolescent Mental Health Services (CAMHS): ○ Role: Provides support for children with mental health issues, including anxiety, depression, and behavioral difficulties. ○ How Support is Obtained: Referrals are made through the SENDCO or directly by parents, following initial assessments at school. ○ CAMHS provides critical mental health support, helping children manage their emotions and behaviors effectively. 4. Occupational Therapy (OT): ○ Role: Assists children who have difficulties with physical coordination, motor skills, or sensory processing. ○ How Support is Obtained: The SENDCO coordinates with OT services after identifying specific needs through assessments and observations. ○ OT services help children develop the necessary skills to participate fully in school life, enhancing their independence and confidence. 5. Social Services: ○ Role: Provides support for vulnerable children and their families, ensuring the safety and well-being of children in our care. ○ How Support is Obtained: The school works with social services through referrals, particularly in cases where safeguarding concerns are identified. ○ The relationship with social services ensures that children at risk are promptly supported, safeguarding their welfare.
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	6. Specialist Teaching Service (STS): ○ Role: Provides expertise and support for children with specific learning difficulties, such as dyslexia or autism. ○ How Support is Obtained: Referrals are made through the SENDCO, often after consultations with teachers and parents. ○ The STS offers targeted interventions that are essential in helping children overcome learning barriers and achieve academic success. 7. School Nurse (Healthy Together Programme): ○ Role: The School Nurse plays a crucial role in promoting the health and well-being of children, providing support for issues such as managing medical conditions, emotional health, and developmental concerns. ○ How Support is Obtained: The School Nurse works closely with the SENDCO to identify health-related needs and offers advice and support to children, parents, and staff. ○ The School Nurse is integral in ensuring that health-related barriers to learning are addressed promptly, contributing to the overall well-being and readiness of pupils to engage in school life.
The school acknowledges that parents/carers of pupils with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:	For parents and carers seeking advice and support regarding Special Educational Needs and Disabilities (SEND) in Leicestershire, the following services are available: SENDIASS Leicestershire (Special Educational Needs and Disability Information, Advice, and Support Service) • Phone: 0116 305 5614 • Email: sendiass@leics.gov.uk • Website: Leicestershire SENDIASS Welcome SENDIASS (sendiassleicestershire.org.uk)
The school works on transition arrangements for pupils joining or leaving the school by:	Great Dalby Primary School is committed to ensuring smooth transitional arrangements for all children, whether they are joining or leaving the school. To support this, we organise a range of activities aimed at helping children adjust to new environments and expectations. These include transition mornings where children can spend time in their new classrooms, getting familiar with the setting and routines. We also provide transition booklets that contain key information about the new class and teachers, which



	children can review over the summer. Additionally, we arrange meetings between parents, the current teacher, and the new teacher, particularly focusing on children with SEND, to discuss individual needs and strategies for support. For pupils transitioning to secondary school, Mr Bryan (SENDCo and Year 6 teacher) will establish links with the SENDCo at the pupil's new school to facilitate an effective handover of information and support plans. These SEND transition meetings are an integral part of our efforts to ensure that every child has a positive and supportive start to the new school year.
The Local Offer produced by Leicestershire Local Authority is available at:	https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability