

Stafford Leys Primary School



BRADGATE
Education Partnership

SEN Information Report

Approved by: Trust Board September 2026

Report produced: By Sarah Hoult

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This Information Report has been prepared by Sarah Hoult and approved by the Board of Trustees in September 2026 for publication on the website.

The SEND 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	Stafford Leys 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; • 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, epilepsy; • Moderate/severe/profound and multiple learning difficulties.
The school identifies and assesses SEND by:	At Stafford Leys Primary School we provide every child with Quality First Teaching across the curriculum and access to time limited interventions. Where additional needs are identified, we use adaptive teaching methods to tailor the learning to each child's needs. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key



Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.
- Attainment falls below the Key Stage expectations at the end of Key Stage One. This is identified following the KS1 SATs.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Notes of early concerns and discussions between staff and parents will be recorded using an 'initial concerns' document and will be added to the pupil's record. Where initial concerns have been identified, the child's progress will be closely monitored for a period of six weeks. At the end of this time, the evidence of progress will be considered and a decision of how to move forward will be made. This could be that further support and adaptations are required and so the child will be placed on the SEND register or it could be decided that the child requires no additional support and is removed from initial concerns. Where additional or differentiated support is required, a Learning Plan will be drawn up to identify relevant targets for the child. The plan will identify approaches to achieve the targets will be agreed with parents.

If a child has a disability that requires adaptations to be made to the curriculum and/ or school environment, they will also be placed on the SEND record. We will endeavour to ensure all appropriate adaptations are made to ensure inclusivity.

If a child is placed on the SEND record due to academic attainment, the Birmingham Assessment System will be used to support teacher



	assessments, alongside other methods of assessment used for all children.
The school supports SEND in accordance with its policy framework which is set out at:	Our SEND Information Report is written in accordance with the <u>SEND code of practice: 0 to 25 years</u>. This document provides Statutory guidance for schools on how to support children and young people who have special educational needs or disabilities The <u>SEND Code of Practice</u> makes it clear that education providers have a statutory duty to implement: • <u>Equality Act 2010</u> The following sections of the <u>Children and Families Act 2014</u>: • Co-operating generally: governing body functions: Section 29 • Children and young people with special educational needs but no EHC plan: Section 29 • Children with SEN in maintained nurseries and mainstream schools: Section 35 • Using best endeavours to secure special educational provision: Section 66 • SEN co-ordinators: Section 67 • Informing parents and young people: Section 68 • SEN information report: Section 69 • Duty to support pupils with medical conditions: Section 100 The Equality Act 2010 In addition, the BERA (best endeavours, reasonable adjustments) framework supports mainstream inclusive provision and practice, it ensures that all children and young people with SEND have the right provision at school and receive an education that values and upholds inclusion.



	With the support of these documents the SEND Policy have been written to ensure the approach adopted at Stafford Leys enables all pupils to access a broad and balanced curriculum and that our children are given every opportunity to achieve the highest of standards. Our policy sets out the academy's approach to • Assessing and reviewing the progress of children with SEND; • Teaching children with SEND; • Adapting the curriculum and learning environment for children with SEND; • Making decisions on additional support in relation to children with SEND; • Ensuring inclusion of children with SEND with children without such needs across all school activities; • Supporting the emotional, social and mental development of children with SEND; and • Evaluating the effectiveness of our provision for our children with SEND.
The school's SENDCOs' details are:	Sarah Hoult The SENDCO can be contacted via the school office – 0116 239 2482. Or emailed via: shoult@staffordleys.bepschools.org
The school's staff have been trained and have expertise in the following areas:	The SENDCO is allocated specific time weekly to lead and manage SEND provision. They attend training and meetings regularly to ensure that she maintains an up-to-date knowledge and understanding within the area. Teachers, LSAs and higher-level teaching assistants (HLTAs) are trained to deliver SEND provision to meet the needs of our pupils as appropriate. Regular updates and training ensure that all staff are able to meet the needs of SEND pupils. Specific training has been undertaken in the following areas:



	• Autism Spectrum Disorder – including Leadership, Inclusion and Structural Reasonable Adjustments and Good Autism Practice. • Complex Needs in the Early Years • ELSA/Nurture Provision
The school will secure equipment and facilities for pupils with SEND by:	The SENDCO manages the SEND budget to ensure that appropriate equipment is purchased to meet the needs of our SEND pupils. The school building can be fully accessed by wheelchair users and those with disabilities. The school facilities include a disabled toilet and disabled changing and shower facilities. Our accessibility plan is reviewed annually and is available from the school website. Where necessary, we work with the assistive technology team at the local authority to utilise equipment provided by them.
The school aims to involve the parents/carers and pupils with SEND and will do so by:	All pupils will be allocated two parents' evenings per year, and a written report of their progress across the year will be produced by their class teacher. If parents need to discuss their child's progress, they should speak to their class teacher in the first instance. We also gather pupil voice across a variety of subjects to further involve the pupils in their learning. When a child is placed upon the SEND register, they will receive a longer slot at parents' evening to review their child's learning plan. We use input from families and pupils to help formulate the targets to gain their voice. If a child has an EHCP, annual reviews will be conducted, to which parents and children are invited to give their views.
Any concerns or complaints raised by a parent/carer of a pupil with SEND will be dealt with by the school by:	Should a parent or career have a concern about provision made for their child, they should, in the first instance, discuss this with the class teacher and SENDCo. If the concern continues they should contact the Headteacher, who will try to resolve the matter and can advise on formal procedures for complaint. At all stages, parents are able to seek advice from the Parent Partnership Service (SENDIASS). If you would like further detail about Bradgate Education Partnerships' Complaint Policy, more information can be found here: https://bepschools.org/wp-content/uploads/sites/8/2024/08/BEP-Complaints-Procedure-2024-v1.pdf
The school works with other agencies to support school with SEND and their families by:	We work with many professionals to provide support for pupils with SEND. These include: • Educational Psychologists;



	• Autism Outreach; • The Specialist Teaching Service; • Speech and Language practitioners; • Occupational Therapists; • Community Paediatricians and other medical professionals; • The School Nurse. When support is required from an external agency, the SENDCO will contact the relevant representative and arrange appointments as necessary. The SENDCO will also identify when a new referral to an agency is necessary.
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:	SENDIASS: 0116 482 0870 or info@sendiassleicester.org.uk Leicestershire SEND Parent and Carer Hub: https://www.leicestershiresendhub.org.uk/ or admin@leicestershiresendhub.org.uk
The school works on transition arrangements for pupils joining or leaving the school by:	At Stafford Leys, children usually stay with the same teacher for one academic year. We have a transition day within the school during the summer term enabling children to meet their new teacher. Children entering school within the Early Year Foundation Stage visit the school prior to joining. Parents meet the teaching team and pass on information relevant to the development of their child. Pre-school providers involve the SENDCO and class teacher in pre-school meetings for children causing concern. When a pupil moves to another school, we will share information with the school they are moving to and pass records on. Where appropriate, such as in preparation for the transition to secondary school, we provide additional support for SEND pupils. This support may include: • Additional induction sessions at the school; • 1:1 support during induction sessions.
The Local Offer produced by Leicestershire Local Authority is available at:	https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability