SEN Information Report

November 2026

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website **www.alpleicester.co.uk**.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for learners with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Sensory processing difficulties

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our Executive Headteacher Bradley Rowley is a qualified SENCO. He is a qualified teacher and has 9 years' senior leadership experience. He holds the National Award in Special Educational Needs Co-ordination and is working towards his MA in SEN and Inclusion.

Our school's SENCO is Charlie Baughan and is working towards the NPQSENCo. He is an experienced Primary trained teacher who delivers externally on the ECT programme.

Teachers, HLTs and LSAs

All of our teachers, Higher Level Tutors (HLTs) and Learning Support Assistants (LSAs) receive in-house SEN training, and are supported by the SENCO to meet the needs of learners who have SEN.

Over the next academic year, training will include:

- Team Teach
- Intensive Interaction
- Precision Teaching
- Makaton Level 1 & 2
- Bespoke training from SALT
- Bespoke training from OT on sensory needs and diets
- Sherbourne training
- Attention Autism
- Pathological Demand Avoidance

External agencies and experts

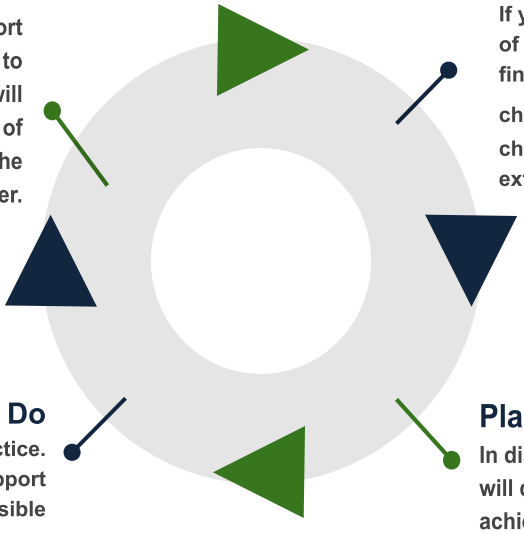
Sometimes we need extra help to offer our learners the support that they need. Whenever necessary we will work with external support services to meet the needs of our learners with SEN and to support their families. These include:

- Speech and language therapist
- Educational psychologist
- Occupational therapist
- Play therapist
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a learner has made progress, they may no longer need this intervention. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

4. How will I be involved in decisions made about my child's education?

We will provide two reports on your child's progress each year - one in Autumn Term 2 and one in Summer Term 1.

Your child's class teacher will meet you 3 times per year (twice at parents evening and once at the annual review):

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher by phoning the school reception on 02475 901051.

5. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and stage of development. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

6. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the learners in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the learner works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all learners are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE LEARNERS
Communication and interaction	Autism spectrum condition	Visual timetables Social stories Makaton Visual aids (AAC)
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Chunking learning Shorter lesson times
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Counselling Play Therapy Animal / Farm Wellbeing Sessions
Sensory and/or physical	Sensory processing needs	Occupational Therapy Sensory / Movement Breaks

These interventions are part of our contribution to Warwickshire's local offer.

7. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each half-term
- Reviewing the impact of interventions each half-term
- Using learner questionnaires
- Monitoring by the SENCO, Assistant Head Teachers
- Using provision maps to measure progress
- Holding an annual review

8. How will the school resources be provided for my child?

It may be that your child's needs mean we need to provided:

- Extra equipment or facilities
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover any necessary costs in line with the service level agreement with the local authority. If funding is needed beyond this, we will seek it from our local authority.

9. How will the school support my child's mental health and emotional and social development?

We provide support for learners to progress in their emotional and social development in the following ways:

- Learners are encouraged to be part of the school council
- Learners are also encouraged to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of learners with SEN through learner surveys, learner voice opportunities, wellbeing sessions and suggestions boxes
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school through our bullying procedure. We also have a learner anti-bullying ambassador.

10. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

- Transitional support around the school includes: Transition songs, communication in print, allowing processing time, objects of reference, destination photos
- Transitional support for preparing for adulthood: External guests and speakers, careers advice, life skills work within school.

Between classes

To help learners with SEND be prepared for a new class we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the learner's SEN is discussed. This is easier within our setting as teachers work across class groups and are familiar with each learner within the school.
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Onto adulthood (for secondary schools)

We provide all our learners with appropriate advice on paths into work or further education.

We work with the learner to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

11. What support is in place for looked-after and previously looked-after children with SEN?

Jamie Johnson, Designated Teacher for Looked After Children (DTLAC) will work with Bradley Rowley, SENCO, curriculum managers and class teachers to make sure that all teachers understand how a looked-after or previously looked-after learner's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after learners will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

12. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

13. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer. The local authorities publish information about the local offer on their websites:

https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer

https://families.leicester.gov.uk/send-local-offer/

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are on the link below:

https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-services-network/find-your-local-ias-service

Local charities that offer information and support to families of children with SEND are:

https://casspartnership.org.uk/

https://www.barnardos.org.uk/

https://www.mencap.org.uk/

https://www.turning-point.co.uk/services/warwickshire

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

Glossary

- **Access arrangements** – special arrangements to allow learners with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a learner's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a learner with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a learner's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the learner's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the learner
- **Intervention** – a short-term, targeted approach to teaching a learner with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for learners with SEN in the local area
- **Outcome** – target for improvement for learners with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

- **SEN information report** – a report that schools must publish on their website, that explains how the school supports learners with SEN
- **SEN support** – special educational provision which meets the needs of learners with SEN
- **Transition** – when a learner moves between years, phases, schools or institutions or life stages

Linked Policies

Accessibility Policy

Anti-Bullying Procedure

Curriculum Framework

Curriculum Policy

Complaints Policy

Equality & Diversity

SEN Policy