



## SEND Information Report

*Reviewed-2025/2026 policy*

SENDCo: Adam Sargisson

SEND Governor: Mark Janssens

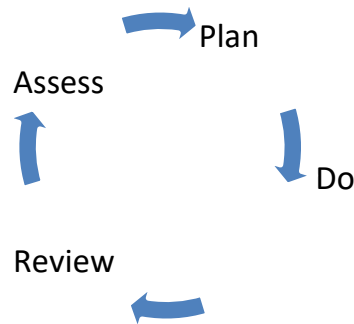
Contact: 01455 552791

Local Offer Contribution: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-andhttps://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disabilitydisability>

### Whole School Approach:

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Underpinning ALL our provision in school is the **graduate approach** cycle of:



All teachers are responsible for every child in their care; including those with special educational needs.

#### Assess:

In addition to current assessment procedures in school for all, children with SEND will be assessed to their area of need using a range of assessment tools and screeners. These are carried out by experienced members of staff within the school.

External assessments, from outside agencies such as educational psychologist and speech and language therapists, may be conducted where additional information and support is required.

#### Plan:

Under the direction and support of the SENDCo, the class teacher will plan the outcomes and provision based on this assessment information.

#### Do:

This provision will be delivered; in some cases on a 1:1 basis or a small group based on the needs of the child. This support will come from the class teacher, learning support assistants and any other adult who is working under the direction of the class teacher or SENDCo.

#### Review:

The SENDCo, class teacher and family of the child will discuss the progress towards the agreed outcomes and will review this at regular points with parents and children.

This may be in the form of:

- Parents' SEND meetings
- Parents' evening meetings with the class teacher
- Email/Class Dojo correspondence
- Informal conversation with the class teacher/SENDCo

These are held face to face where possible or over the phone if more convenient for the parents/carers.

### **SEND Needs:**

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Children and young people's SEND are generally thought of in the following four broad areas of need. At Sherrier, we use the following resources and provision to support:

1. Communication and interaction

- ELSA led communication groups
- Talk tins
- Structured talk opportunities (pair-share, turn-taking)
- Social stories
- Speech and language therapy
- Communication boards

2. Cognition and learning

- Number Stacks
- 1:1 and small group tutoring
- Read, Write, Inc interventions
- Multi-sensory teaching

3. Social, emotional and mental health

- ELSA sessions
- Anxiety intervention
- Social stories
- Autism Outreach Service
- Special School Outreach Service

4. Sensory and/or physical needs

- Wobble cushions
- Resistance bands
- Over ear noise protectors

As at (May 26), we have 74 children/young people receiving some form of SEND Support.

We have internal processes for monitoring quality of provision and assessment of need. These include:

- Termly assessments in reading, writing and maths - Headstart
- Termly evaluation of provision delivered and the impact it has on the progress of individual children
- Ongoing informal assessment and observation
- Learning walks and observations

### Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
SEND support meetings/parents' meeting – to formally review progress	Class teacher, support staff, parents/carers and child when appropriate	Twice/Three times a year
Additional meetings with parents and child – dependent on the individual circumstances of the child and family	Class teacher, support staff, parents/carers and child when appropriate	As required (These type of meetings and approach to support is seen regularly throughout school, building relationships between staff and parents and in turn, improving outcomes for children).
Parent forums	Parents and families of children with SEND and Sherrier SLT	Termly

### Staff development

We are committed to developing the on-going expertise of our staff. We have current expertise in our school:

Initial of person	Area of expertise
All teaching staff	Use of INSIGHTS and learning plans
LB, KK, JW, KL, AS	DSL trained and refresher course completed
AS, RB, AL, JW	Team Teach Trained
AS	NPQ SENCO course 24-26
KK	Understanding children and young people's mental health

	Mental Health First Aider
KL and NH	ELSA
All Staff	5 a day strategies to supporting pupils with SEND

This year, we have put in additional training into:

- Planning and delivery of curriculum
- Writing moderation at every year group
- A whole school approach to adaptive practices
- Guidance on new processes and the importance of learning plans
- Safeguarding

### Staff deployment

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Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Please see the school website for the allocation of staffing.

### External bodies and organisations

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The governing body delegates the responsibility of commissioning services to help meet the needs of children with SEND and parents. Our external partners that we would work with include:

- Voluntarily organisations
- Local authority support including Educational Psychology Service and specialist teachers, such as: specialist teachers from Autism Outreach Services or Learning Support Services
- Health and social services including: speech and language therapy, OT, Children and Wellbeing support workers.
- Therapy dog services
- Family help

### Transitions

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This year as of May 2026, we worked with our feeder partners and other schools to welcome 3 children/young people with into our school with special educational/disability and we will support 14 children and young people transition to the next phase in education.

Our approach involved:

- Enhanced transition to and from new settings depending on the needs of the child.
- Relevant staff visits to and from settings.

- Use of technology to increase familiarity for the child.
- Additional multi-agency and SENDCo meetings to support a smooth transition.
- Regular communication and meetings with settings and parents to support smooth transition and initiate relationships between school staff and parents.

## Complaints

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Our complaints procedure is in the school's complaints policy. This details the formal procedures which will be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

This year we have had 1 complaint relating to SEND.

## Challenges this year

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Challenges for our school have included:

### 1. Change of personnel as SENDCO

The transition from a long-established and highly experienced SENDCo to Mr Sargisson, who is new to the role, has presented both challenges and opportunities for the school. While the change inevitably brings a period of adjustment, Mr Sargisson has demonstrated a strong commitment to developing his practice, building effective relationships with staff and families, and ensuring continuity of support for pupils with SEND. With appropriate time, guidance and strategic support, this transition is expected to strengthen the school's capacity by combining fresh perspectives with established systems, ensuring ongoing improvement in SEND provision.

### 2. Review of systems and processes

It has been necessary to prioritise a thorough review of the SEND register, as pupils' needs were not consistently or clearly defined. The school has since implemented revised systems and processes to ensure needs are accurately identified, recorded and monitored, allowing staff to better understand individual pupils and deliver more targeted support. These changes are strengthening clarity, accountability and consistency in SEND provision across the school.

## Further development

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Our strategic plans for developing and enhancing SEND provision in our school next year include:

- Developing staff understanding of how to support children with SEND in different areas of the curriculum and the adaptations made within specific curriculum areas and across all.
- Increased staff CPD on adaptive practice

**Relevant school policies underpinning this SEND Information Report include:**

- The SEND Policy

- Accessibility plan
- Behaviour and Relationships Policy
- Safeguarding and Child Protection Policy
- Complaints Policy

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005