



Townlands C of E Primary Academy

Special Educational Needs and Disabilities Information **Report**

Date: September 2025

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'A journey of learning in the light of God's love.'

How does Townlands Primary Academy know if children/young people need extra help and what should I do if I think my child may have special educational needs?

We are a mainstream Academy and value all of our pupils as individuals, using high quality teaching to meet the needs of our learners. We monitor and assess pupils regularly to ensure they are making progress. Where there is evidence that a pupil is needing additional provision and/ or is not making progress in school, we will ensure support is provided in class and may use specific interventions to target areas that they are finding challenging. Class teachers use parent evenings and end of year reports to talk about progress with parents and suggest ways in which they could be further supported at home. Children who are on the SEND register also have termly reviews of their IEPs (Individual Education Plan), which parents are invited to discuss if necessary. If there are any specific concerns about your child, you may also be invited to attend a meeting to discuss your child's needs with the teacher or you can request a meeting yourself. If difficulties persist, the SENDCo (Mrs Georgina Thompson) may become involved, and she will discuss the next steps with you for your child.

How do we identify children with special educational needs?

Concerns may be raised about a child by the class teacher and/or parents and the SENDCo will discuss these concerns further. These concerns may address a range of needs. If the class teacher has concerns, they will complete an 'Initial Concerns Form' where they will write about their concerns and what they have done to address these needs already. Parents can also fill out an 'Initial Concerns Form' to give to the class teacher/ SENDCo. This can be found on the website in the SEND area. Depending on the need, a range of assessments can also be used. The class teacher and SENDCo will communicate closely to provide a targeted approach to supporting your child with any difficulties. If required, after consultation with parents, school will seek to involve, and work in partnership with, other outside agencies (e.g. Speech and Language Therapists, School Nurse, Educational Psychologist, Autism Outreach, etc). Parental consent will always be sought before involving outside agencies.

How will we support your child? How do we know how effective our arrangements and provision for children with special educational needs are?

Pupils who are on the SEND register and receive additional support will require an individual education plan (IEP), a copy of which will be sent home. This ensures all staff working with the children understand and can support the pupil's needs. If your child has an Education, Health and Care Plan (EHCP), we will use our best endeavours to put the provision in place as outlined in the plan, to enable them to have the best opportunity to meet their outcomes. During this process we also gather the child's voice and add this into the IEP. This is called an inclusion meeting and is held termly with all children on the register where their

new targets are also shared with them. Children will be given their targets on 'Target Cards' which will be accessible to them in their classroom, so they are aware of what they are working towards achieving. All interventions will be monitored for their impact with the expectation that progress in the focus area of that intervention will be the result. Provision will be in place, adapted and reviewed based on the Graduated Response (Assess, Plan, Do, Review). See below for the different levels of provision at Townlands (please note, this is not an exhaustive list)-

☐ Wave 1 – Universal Provision (Quality First Teaching)

Who? All pupils, including those with mild difficulties that can be met in the classroom through QFT.

What does it look like?

- Explicit instruction within lessons e.g clear LO, step by step teaching, teacher modelling (I do, we do, you do), checks for understanding, scaffolding, promoting independence, support for working memory
- Task management e.g Clear, chunked instructions with visuals and timed breaks
- Time-limited booster/ catch- up programmes (6–12 weeks)
- Mixed-ability and scaffolded groupings
- Use of word banks, writing frames, number lines
- Calm, consistent routines and transitions
- Whole-school behaviour and wellbeing strategies
- Check-ins from pastoral team and Zones of Regulation
- Class LSA support where needed, under teacher direction
- In class interventions
- Feedback and pre-teaching built into classroom practice
- Whole class sensory breaks or access to a regulation programme (e.g., Zones of Regulation)

☐ Wave 2 – Targeted Support (Targeted interventions and/or SEN support that extends beyond typical provisions for an extended period without showing progress)

Who? Pupils who need some extra help to catch up or consolidate learning or regulate behaviour/emotion. This may lead to being added to the SEND register if progress is not made and difficulties persist over a prolonged period of time- Monitoring list first.

What does it look like?

- Small group intervention (e.g., precision teaching, Numbots/TTRS, phonics catch-up)
- Focused SEMH group (e.g., social communication group, friendship skills, emotional literacy)
- Time-limited booster/ catch- up programmes (6–12 weeks)
- Targeted support from teacher/ LSA
- Regular check-ins and/or access to a quiet space, or SEMH support outside of lessons
- Use of specific strategies (e.g., Now and Next boards, movement breaks, visual countdowns)
- Personalised behaviour chart or reward systems
- IEP Targets
- Use of assistive technology, overlays, visual timetables, task boards, etc.
- Regular sensory breaks or access to a regulation programme (e.g., Zones of Regulation)
- Targeted Positive Monitoring Report Card

Wave 3 – Specialist/Individualised Support (SEN Support/ SENIF/ EHCP)

Who? Pupils with significant special educational needs. This is usually EHCP/SENIF level support.

What does it look like?

- Individualised planning/timetable/ provision mapping
- IEP Targets
- LSA or adult support in certain subjects where they couldn't otherwise access learning
- EHCP or SENIF application underway
- Bespoke curriculum or significantly adapted outcomes (e.g. differentiated curriculum, using a different year group's objectives or bespoke targets)
- High level of adult support throughout the school day where required
- Daily regulation support or SEMH mentoring
- Specialist interventions (e.g., SALT plans, precision teaching, SEMH intervention)
- Support from external agencies (EP, OT, CAMHS, Inclusion Service, etc.)
- Regular Assess–Plan–Do–Review cycles with parent involvement
- Daily pre-teaching or post-teaching to access the class content
- Learning broken into micro-steps with frequent adult support
- Visual/symbol-based instruction if verbal-only input isn't accessible
- Modified outcomes — working towards EHCP-style targets
- Reduced or flexible timetable if needed for regulation/access (e.g., focusing on core subjects with adapted timetable)

Summary-

We identify a child as SEND if they have needs which are a barrier to their learning and progress over a prolonged period of time and therefore might require provision that is additional and different to what is normally available.

If the above provision is needed long term and routinely — then the child meets the SEND threshold.

Please note- This is not an exhaustive list; we take a holistic view when assessing each child's needs and put the child at the centre of our decision making.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Pupils who are on the SEND register will require an individual education plan (IEP), a copy of which will be sent home. These targets will be reviewed on a termly basis. Parents are encouraged to talk to class teachers or make an appointment to speak to the SENDCo if they have any concerns. We believe that partnership with parents and carers is essential. If you have concerns about your child's learning, please speak to their class teacher or the SENDCO to discuss how we can further support them.

What is our approach to individual learning?

Class teachers are trained to adapt their teaching to meet a range of pupils' needs. The SENDCo has a role in supporting class teachers to support as effectively as they can. Teachers, subject leaders and the SENDCo constantly monitor the progress the children make to see how effective these strategies are. We consider recommendations from outside

agencies when adapting teaching to meet specific needs. Teachers and support staff also attend training courses to support their teaching methods.

How will the curriculum be matched to my child's/young person's needs?

We are committed to ensuring that all pupils can fully access and engage with the curriculum. Our Accessibility and Equality Plan is regularly reviewed to identify and implement improvements. Wherever possible, we make suitable adjustments to the school environment and provide a range of additional resources tailored to the needs of pupils with SEND, such as adapted reading materials, specialist maths equipment, and assistive technology. We closely monitor pupil progress to ensure that support remains effective and appropriate. For pupils with medical needs, we implement Individual Healthcare Plans, outlining any necessary support, medication, and other requirements. In line with the Equality Act (2010), we make reasonable adjustments to ensure that all children, including those with medical needs, can access the curriculum, fully participate in school life, and have the same opportunities as their peers.

How is the decision made about the type and how much support my child will receive?

Our universal provision ensures that all children, including those with Special Educational Needs and Disabilities (SEND), receive high-quality teaching tailored to their needs. This is known as Quality First Teaching (QFT). QFT is the foundation of learning in our school. It is high-quality, inclusive teaching that considers the needs of all pupils in the classroom. Teachers use a range of strategies to engage and support learners, ensuring they can access the curriculum and make progress. We always put the child at the centre of our decision making, ensuring that the support in place will be of benefit. If additional support is required, it is then tailored to the individual needs of our pupils. It may include additional support from the class teacher or a learning support assistant, with the support of the SENDCo. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils. Our aim is to provide enough support to help the pupil to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting. We believe that every child has the right to an inclusive and supportive education.

How will my child be included in activities outside the classroom including trips?

We provide a range of extra-curricular activities (clubs and trips) which are made available for all of our pupils. If a pupil has additional needs, we aim to plan carefully with parents in order to meet specific needs. For example, it is possible that a child may be more anxious about a trip out of school. In that situation, we would make every effort to familiarise them beforehand and provide any additional support required. We always evaluate our pupil's care for extra-curricular activities and a risk assessment may be needed to ensure that all health and safety aspects have been given consideration. In some cases, parents may be asked to accompany their child on the trip.

What support will there be for my child's overall mental health and well-being?

We believe that emotional and social development is very important in the overall education of pupils. Where pupils are found to have needs around emotional and social development,

we put provision in place to support (e.g. social communication groups, emotional support groups, pastoral team support) and monitor progress. Some pupils may have needs related to behaviour and we will work with parents to support such pupils in school. Our Pastoral Team supports children with these needs, providing support, sometimes on a 1:1 basis or through group work depending on need. Mrs Thompson (SENDCo), Mr Duane (Behaviour Support LSA), and Mrs Shakespeare (Safeguarding and Welfare Officer) are all part of the Pastoral Team. If further support is required, a referral can be made to the Mental Health Support Team in schools which is an NHS service.

How will I be able to raise any concerns I may have?

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, contact the school office and make an appointment with the SENDCo, Mrs Georgina Thompson.

What specialist services and expertise are available at or accessed by the setting? What training have staff supporting SEND had or what training are they having?

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND. The SENDCo holds staff meetings to discuss specific needs and consider strategies to support learners. Part of the role of the SENDCo is to identify what training is needed and to ensure that any specific requirements will be met. We work with a range of outside agencies to secure specialist expertise.

How accessible is the setting both indoors and outdoors?

Accessibility of the school is reviewed regularly as part of our Accessibility Plan. We work with NHS professionals and other support agencies to ensure that children at our school have special equipment or plans in place to support Special Educational Needs. For children with physical needs, we welcome assessments of the setting from professionals, such as occupational therapists, before a child is due to start with us or to support a recent change in their needs. Appropriate equipment and additional resources will be obtained and necessary adjustments made so they can access everywhere they need to in school.

How are parents involved in the setting? Who can I contact for further information?

We believe that it is of paramount importance to involve all parents in their child's education. We hold parent's evenings in the Autumn and Spring terms and provide a comprehensive written report in the Summer Term. Pastoral/SEND surgeries are held monthly for parents who are seeking extra support. Parents are actively encouraged to come into school to discuss the needs of their child and develop the parent/school partnership. The wealth of knowledge that a parent will have about their child and their needs is invaluable.

How will my child's views be listened to?

We encourage pupils to contribute their views about their needs and comment on the support they receive. We do this by pupil interviews and/or questionnaires. We want pupils, right from the early years, to be involved in the decision-making process. The children are always at the centre of any decision made in school.

What should I do if I have a complaint?

We would encourage parents in the first instance to discuss their concerns with their child's class teacher. However, if the matter is not satisfactorily resolved, they should then make an appointment with the SENDCo, Head Teacher or another member of the senior leadership team. The Chair of Governors is also available to listen to complaints and mediate with school to resolve any issues. There is a complaints policy in school, in which such procedures are outlined on the school website.

Who else has a role in my child's education?

Governors are aware that in addition to teachers and learning support assistants, there are a wide range of other professionals and organisations are involved in meeting the needs of all pupils including those with SEN. These include access to Health and Social Care Professionals, and Local Authority Support Services.

There are several organisations or service who we have regular contact to share information and request involvement for advice and recommendations. They are:

- Leicestershire Educational Psychology Service
- Mental Health Support Team (MHST)
- Inclusion Service
- Leicestershire Specialist Teaching Service
- Autism Outreach Service
- Speech and language therapists
- Occupational therapists and physiotherapists
- Community Paediatricians
- The School Nursing Service
- Outreach Services provided by local specialist settings

What other support services are there who might help me and provide me with information and advice?

If you need support in finding an organisation or support service for your child, please contact Mrs Georgina Thompson (SENDCo), who will be happy to help you navigate through the local offer. Please also refer to our school website for links to other services to support you and your child. You may also find the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) useful or the Independent Provider of Special Education Advice (IPSEA).

How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?

We liaise with local pre-school settings and high schools to ensure smooth and effective transition between settings. There are comprehensive transition arrangements in place for all children, but additional bespoke arrangements are made for individual pupils as required. We also liaise with schools in other authorities when pupils move into or out of our local area.

Where can I find the local authority's Local Offer?

We work closely with the local authority to ensure that our school offer of SEN complies with the SEND Code of Practice (2014). The local authority's Local offer can be found on their

website and will provide you with further information regarding pupils with Special Educational needs in Leicestershire: [Special educational needs and disability | Leicestershire County Council](#)