



School SEND Information Report

**September
2025-2026**

Race Leys Infant School and others in the Bedworth Consortium have a similar approach to how they accommodate pupils with Special Educational Needs and Disabilities (SEND). This document aims to provide parents with all of the information they need to understand how their child's needs will be met by both Race Leys Infant School, and also by the Local Authority and Special Support Services. At the end of the document there is a glossary to explain some of the terms used, as well as the main people responsible for SEND provision within the school and externally.

The SEND needs that the school provides for

A two-form entry mainstream infant school catering for 4-7 year olds.
Six classes each with a maximum size of 30 pupils.
An inclusive school meeting the needs of all pupils.

We support children with a range of additional needs within school including (but not limited to)

Communication and interaction

- Autism (Autism spectrum disorder/ASD)
- Speech and language difficulties
- English as an additional language

Cognition and Learning

- Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
- Moderate learning difficulties
- Severe learning difficulties

Social, emotional and mental health

- Attention deficit hyperactivity disorder (ADHD)
- Attention deficit disorder (ADD)
- Trauma / Attachment

Sensory and/or physical

- Hearing impairments
- Visual impairment
- Multi-sensory impairment
- Physical impairment
- Sensory processing

Link to Warwickshire's local offer <https://www.warwickshire.gov.uk/send>

Our policy for identifying children and young people with SEND and for assessing their needs

At Race Leys Infant School children could be identified as having SEND through a variety of ways including the following:-

- Child performing significantly below age expected levels that require extra provision to be made.
- Concerns raised by a Parent
- Concerns raised by a teacher for example behaviour or self-esteem is affecting performance
- Liaison with a previous school/setting
- Liaison with external agencies
- Health diagnosis through a paediatrician

What to do if you feel your child may have SEND

Tell us about your concerns

We will invite you to a meeting to discuss them

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If you think your child might have SEN, the first person you should tell is your child's teacher.

You can speak with them on the classroom door or call the office and leave a message.

They will pass the message on to our SENDCO, Miss Kaczan, who will then be in touch with you to discuss your concerns.

You can also contact the SENDCO directly.

Sendco2614@welearn365.com

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

What does having a special educational need mean?

Children have special educational needs if they have a learning difficulty or a disability which calls for special educational provision to be made for them.

SEN code of practice 2015 guide for parents and carers <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

The term SEND is used in the Code of Practice across the 0-25 age range

A child has a learning difficulty or disability if they:-

- Have a significantly greater difficulty in learning than the majority of others of the same age or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their school work or socially. This might include within Maths, Reading or Writing.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you, and their class teacher, to create a Learning Plan to support them in school. This will then be reviewed termly, following this review parents are welcome to book a meeting with the SENDCO or class teacher to discuss this.

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

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Leigha Kaczan

She has a year's experience in this role and has worked as the SENDCO and Class Teacher. She is a qualified teacher. She is currently working towards the National Award in Special Educational Needs Co-ordination. She is currently allocated one day a week to manage SEN provision. She works alongside the school's Co-Headteachers as a member of the Senior Leadership Team (SLT).

Class Teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCO to meet the needs of pupils who have SEN. **All Class Teachers are responsible for teaching children with special educational needs and disability**

Teaching Assistants (TAs)

We have a team of 10 TAs, including higher-level teaching assistants (HLTAs) who support teaching and learning in school.

In the last academic year, TAs have been trained in Sensory Circuits, Bucket Time (Attention Autism), Moves Gross Motor Development, Wellcomm (Speech and Language) and Precision Teaching.

All of our team have received additional training on supporting Autism in school, Emotion Coaching, Supporting Challenging Behaviour, Barriers to learning, along with a variety of other interventions.

External agencies and experts

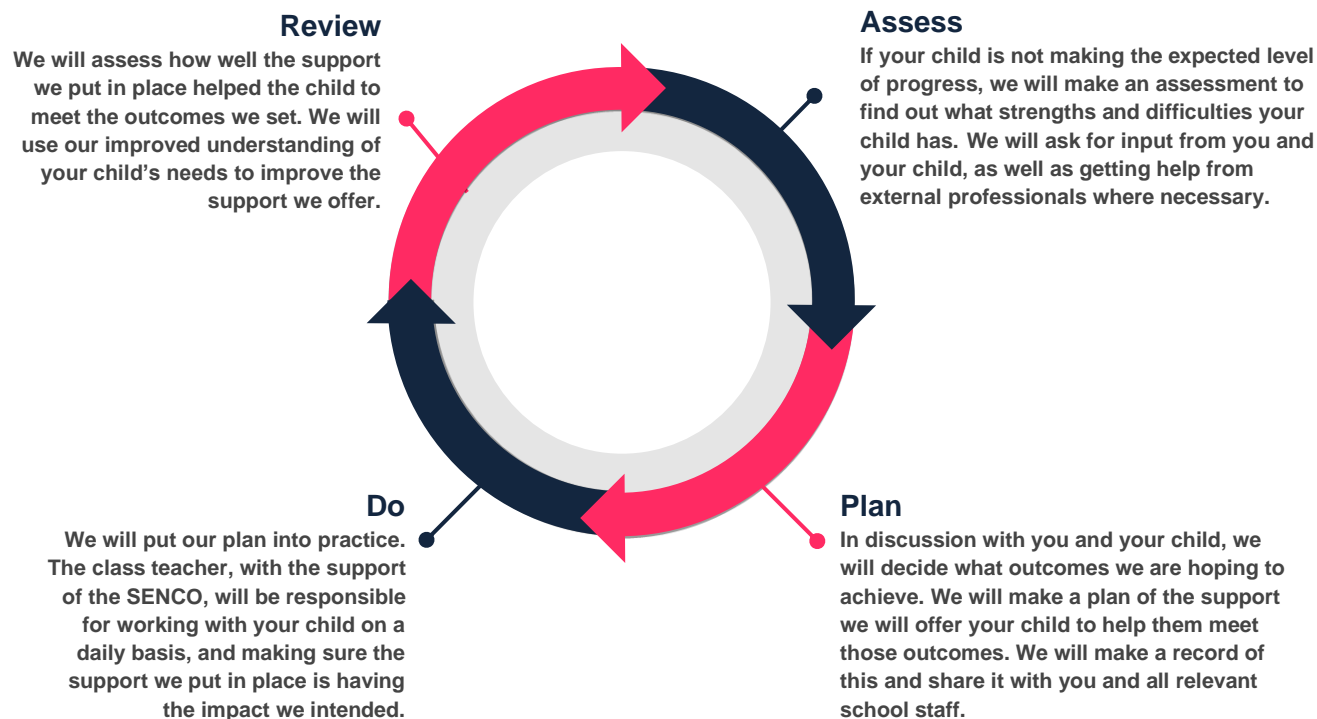
Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Educational Psychologist (EP)
- Speech and Language Therapist (SALT)
- Specialist Teacher service (STS)
- Occupational Therapy service (OT)
- Physiotherapy service (PT)
- Child Adolescent Mental Health Service. (CAMHS) this service includes mind and neurodevelopment referrals for ASD and ADHD This service has many additional resources for parents at <https://cwrise.com/>
- Mental health in Schools Team (MHST)
- School Nurse service (Connect for Health)
- Family Information Service (FIS) <https://www.warwickshire.gov.uk/children-families>
- Counselling Services – Play Therapists
- Alternative Provision – Positive Impact
- Visual Impairment Team
- Hearing Impairment Team

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**.



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 pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide termly reports on your child's progress using their Learning Plans.

Your child's class teacher will meet you in the Autumn and Spring Term in person, and in the Summer Term in writing, to:

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

The SENCO may also attend these meetings to provide extra support.

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. Explain how parents/carers can get in touch with their child's class teacher here.

How will the school adapt its teaching for my child?

At Race Leys Infant School, we believe that all children have the potential to achieve great things. We have worked hard to create adaptive teaching strategies to allow all children to make progress, regardless of their barriers or starting points. Our team work hard to understand barriers in order to prevent them from hindering any child's opportunity to make progress.

Your child's teachers are responsible and accountable for the progress and development of all the pupils 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 pupil 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 (but not limited to)

- Differentiating our curriculum to make sure all pupils 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.
- Teaching assistants will support pupils on a 1-to-1 basis when this is needed

Teaching assistants will support pupils in small groups when this is needed

In school we also use a large selection of interventions which are provided above and beyond the school curriculum. Information about these interventions and what they are for can be found in the **SEND and Interventions Objectives** found on our website. <https://www.raceleysinfant.com/send>

We also have worked on our **Reasonable Adjustments** for areas of need. These can sometimes be employed even without a diagnosis of any SEND need. This information can also be found on the SEND area of the school website. <https://www.raceleysinfant.com/send>

Our Interventions in school are mapped out every half term and evaluated at the end of each half term. We will be sending home an overview of interventions that your child is accessing. If you wish to discuss these, please speak with your child's class teacher.

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 term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will the school resources be secured for my child?

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

- Extra equipment or facilities
- More teaching assistant hours
- 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. You will be informed about this at the time as this will need school and family to work together.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

What is an Educational, Health and Care Plan (EHCP)?

The majority of children and young people with SEND will have their needs met within local mainstream early years providers, schools or colleges.

A Local Authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care plan (EHCP) when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan. This provision may be delivered in a mainstream school if appropriate. The funding then allocated by the EHCP will be used to support your child in school. This doesn't automatically mean that your child will be given a 1:1 support assistant, plans to support your child can be discussed with the SENDCO.

What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Our curriculum is designed with transition in mind – with end and start learning points following on
- We will also send visuals home to support the transition between year groups / classes.
- Throughout the year we provide lots of opportunities for the children to work with other teachers and teaching assistants and in different learning spaces.

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.

The SENCO of the Junior School will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Developing more independence in Year 2
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Our curriculum is also designed to flow into that of the main feeding Junior School
- Leaders work with feeder nurseries to support transition
- Visits to the school before starting are welcomed to support familiarity with the new learning environment
- Transition days and various activities will take place in the summer term.

What support will there be for my child's overall wellbeing?

Every teacher and teaching assistant will ensure every child is part of a nurturing classroom. If your child needs extra help with developing confidence or any specific social or emotional need, they will attend a special group run by an experienced teaching assistant following individualised targets.

All teachers, teaching assistants have had additional training from the Educational Psychology department and all lunchtime supervisors have had additional training delivered by the head teacher to ensure wellbeing is at the front of all decisions made for our children.

Race Leys Infant school follows a Values led approach and follows the Jigsaw scheme for Personal, Social and Health Education (PSHE)

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

Jen Langtree is the school's Designated Teacher for looked-after children (Children in Care) and previously looked-after children.

The Designated Teacher will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil'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 SEN. However, Children in Care 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. All will be shared termly with all significant adults to the child.

Admissions arrangements

The school follows the Warwickshire County Council admissions policy and for further details please contact Warwickshire County Council on 01926 414143.

<https://www.warwickshire.gov.uk/homepage/421/applying-for-a-primary-school-place>

Who can I contact for additional information?

Questions or concerns regarding SEND provision in our school should be made to the class teacher in the first instance. If you need further support / assistance you will be signposted to the school SENDCO or Co-Headteachers.

The SENDCO operates an 'open door' policy if you require any further information or have any further questions, please ring the school to make an appointment (02476 312221) or email to SENDCO2614@welearn365.com.

We host monthly drop in sessions for either SEND / Pastoral support with Miss Kaczan and Miss Ladd. These will be on the first Thursday of each month. There is no need to book, please do just turn up.

Miss Kaczan does have teaching commitments and will arrange an appointment as soon as possible.

Details of where parents can make a complaint

We encourage parents to discuss their concerns with the child's teacher, SENCO (Miss Kaczan), Learning Mentor (Miss Ladd) or Co Head teachers (Mrs Langtree and Mrs Duncan) to resolve the issue. If parents are still concerned, they are encouraged to contact the Chair of the Governing Body (Mrs Baxter).

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant

can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and care plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

Additional support for Parents and Carers

SEND Information Advice and Support Warwickshire (SENDIAS) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions and to feel confident to express their views and wishes about education and future aspirations. They can be contacted on:

HELPLINE: 02476 366054

E-mail: wias@family-action.org.uk

More avenues for support can be found on the SEND area of the school website.

Glossary

- Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams
- Adaptations – modifications to instructional strategies, materials, and assessments to meet the diverse needs of all students, ensuring equitable access to the curriculum and promoting an inclusive learning environment.
- Annual review – an annual meeting to review the provision in a pupil’s EHC plan
- Area of need – the 4 areas of need describe different types of needs a pupil with SEN 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 pupil’s needs
- EHC needs assessment (EHCNA) – 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 (EHC) 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 SEN
- Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- Outcome – target for improvement for pupils with SEN. 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
- SENDCO – 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 pupils with SEN
- SEN support – special educational provision that meets the needs of pupils with SEN
- Transition – when a pupil moves between years, phases, schools or institutions or life stages