

Northleaze Church of England Primary School

SEND Information Report



This report explains what we offer children with special educational needs and disabilities at Northleaze CofE Primary School.

Updated: September 2025
Review date: September 2026

The Local Offer: What North Somerset provide

The Government has asked all Local Authorities to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0-25 who have a Special Need and/or Disability. This is known as 'The Local Offer' and gives details of all schools, including Wrington. It can be found on the North Somerset Council website by searching for Local Offer or by clicking the link here: [North Somerset Local Offer for Special Educational Needs and Disability \(SEND\)](#).

For an explanation of The Local Offer [click here](#).

For school admissions information [click here](#)

This Information Report explains how we welcome, support and provide for children with special educational needs and disabilities (SEND). It is updated annually, or more frequently if needed. We will keep our offer under review, asking parents and carers (where the word parent is used this applies to both parents and carers throughout this document) and children what is working well and what they want to improve. Please see here for our SEND Website information and policies. [Please click the following link.](#)

Our Vision:

At Northleaze, we foster a strong ethos of respect, inclusion, and a shared commitment to being the very best we can be. Our guiding motto, *"Let your light shine"* (Matthew 5:16), is at the heart of everything we do.

Our aim is to nurture confident, compassionate, and curious learners who value themselves and others. We aim to develop children's strengths across all areas of the curriculum, encouraging them to care deeply, think critically, and grow holistically. As a fully inclusive school, we strive to ensure every child's experience with us is enriching, successful, and joyful.



Identifying Special Needs



Who has special needs?

The Code of Practice states that *“A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”* (p. 15-16).

At Northleaze, our class teachers make regular assessments of progress for all pupils and will identify children who may need support due to:

- Academic progress which is significantly slower than that of their peers starting from the same baseline.
- Academic progress which fails to match or better the child’s previous rate of progress.
- Needs in areas outside of academic performance, for example speech and language, mental health or social skills.

Parents: Often parents are the first to have questions or concerns about their child and we encourage those views to be shared at the earliest opportunity with the class teacher.

Children: A child may discuss their own feelings or difficulties.

Nursery: We understand how important early identification of special educational is so our links with nurseries and pre-schools may highlight potential needs before a child joins us in Reception.

Broad Areas of Need – Types of SEND

The SEND Code of Practice (2014) outlines four areas of need from the age of 0 to 25 as follows:

- **Cognition and learning** - This may include children who learn significantly slower than their peers because of a moderate, severe or profound learning difficulty. In addition, some children with a specific learning difficulty may need support in this area e.g. dyspraxia
- **Sensory and/or physical needs** - Children with a sensory or physical disability may need adult support, equipment or adaptations.
- **Communication and Interaction** - Children with speech and language difficulties or those on the Autistic Spectrum may need support in these areas.
- **Social, emotional and mental health issues** - These issues may manifest themselves in any number of ways such as dysregulated behaviour, anxiety or depression and may include specific conditions such as Attention Deficit and Hyperactivity Disorder (ADHD)

Children with SEND may have needs in more than one area and these can change significantly over time. Regular discussion with the child and adults involved with them, as well as regular assessment, planning, doing and reviewing ensure that interventions and strategies match changing needs.

Disability

All pupils with a disability are welcomed to the school and we work closely with the local authority, parents, professionals and the children to try to meet their needs, with or without an Education and Health Care Plan. Children and young people with disabilities do not necessarily have special educational needs, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision, they will also be covered by the SEN definition, although they may not have learning difficulties.

Q) Provision: How are Children Supported?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Teachers will discuss any concerns with parents and what can be done to assist children in getting back on track.

High quality adaptive teaching is the first step in meeting the needs of all our children. If your child has been identified as having special educational needs, their class teacher and the Special Educational Needs Coordinator (SENCo) will discuss with you the action needed to help them make progress. We follow the 'graduated approach for SEND support as outlined in the Code of Practice and in the school SEND Policy (available on our website). This moves from high quality adaptive teaching to targeted support and then to personalised provision. At this stage, a learning plan with individualised outcomes will be set for your child.

We will look at the desired outcomes for the individual child and determine the support that is needed. This support may be provided as part of our **universal provision***, or the child may need something different or additional to their peers. If this is the case, the child will be placed on our SEND register. Depending on the situation, in-school screeners may be used to give a better understanding of the child's needs. A referral for more specialised assessments from external agencies and professionals may be requested for children with higher levels of need.

A variety of intervention programmes for English and maths are delivered by teachers and trained Teaching Assistants (TAs) or Learning Support Assistants (LSAs). We also provide programmes to support children with speech and language needs, making friends, emotional difficulties, sensory needs and/or physical needs. Additional support can also be provided in the classroom in terms of a wide range of resources and equipment which forms part of our school's universal provision.



**Universal provision refers to the provision that is on offer for ALL pupils within the school. Please see the document detailing Universal Provision at Northleaze. [Click here](#)*

Individual Learning Plans

Individual Learning Plans (ILPs) may be used to record targets, resources and progress measures for a child and a plan will be created with both parents and children. Teachers and learning support staff work with children in groups, individually or as part of whole class learning according to need. Occasionally we may also employ other staff as necessary to support children with additional needs e.g. one to one teaching. This is one way we use the delegated SEND budget.

In exceptional cases, a child's needs may be so great that they require an Education and Healthcare Plan. Very rarely, the school may receive a small amount of additional funding. This could provide additional equipment, activities, opportunities or individual support as necessary in the class and/or at lunchtime to meet specific needs. Decisions about how to allocate funding are taken by the Headteacher, in consultation with the SENCO, parents and child, subject to the approval of the Governing Body.

Education, Health and Care plans (EHCPs)

Where a child's needs are more complex and involve multiple agencies or a child fails to progress despite a range of interventions, it may be necessary to request that the Local Authority carry out a statutory assessment of your child's needs. An EHCP request can be made by families or by school but in most cases discussions will be done together.

If an EHCP is issued, it will outline the support your child will receive from the LA (local authority) and how that support should be used and what strategies must be put in place. An amount of funding will be allocated to support your child's needs. For further information, please contact the SENCo and see: <https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer/send-hub-education-health-care-plans>

Q) Working with and supporting families: How we work together?

At Northleaze, we believe that it is key to work collaboratively with parents to support children who have been identified as having additional needs. Where appropriate, we will involve the pupil in all discussions and in thinking about their own educational needs. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:



- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Parents will be invited to contribute towards the child's learning plan outcomes and take part in regular review meetings with the class teacher. We will make suggestions about how parents can support these outcomes at home and ensure that parents are clear about the way forward. Ideas for materials for supporting learning at home will be discussed. At Northleaze, we offer an open-door policy and all parents are able at any time to make an appointment to discuss their child's education with either the class teacher and/or SENCo.

Children tell us what helps them and what they find difficult as an on-going part of their learning in class. In addition, the SENCO holds group sessions to collect the views of children with SEND about what works well and how things could be improved. Children may also participate in pupil/teacher/parent meetings, contributing to plans to support and develop learning.

Q) How does the school evaluate the effectiveness of SEND Provision?

We follow the **graduated response** and the four-part cycle of **assess, plan, do, review** to evaluate the effectiveness of the provision we are providing.

First, we undertake assessment to identify a pupil's needs. This assessment is used to set small step outcomes and plan appropriate support. The support is implemented over a set time period and the pupil's progress is reviewed.

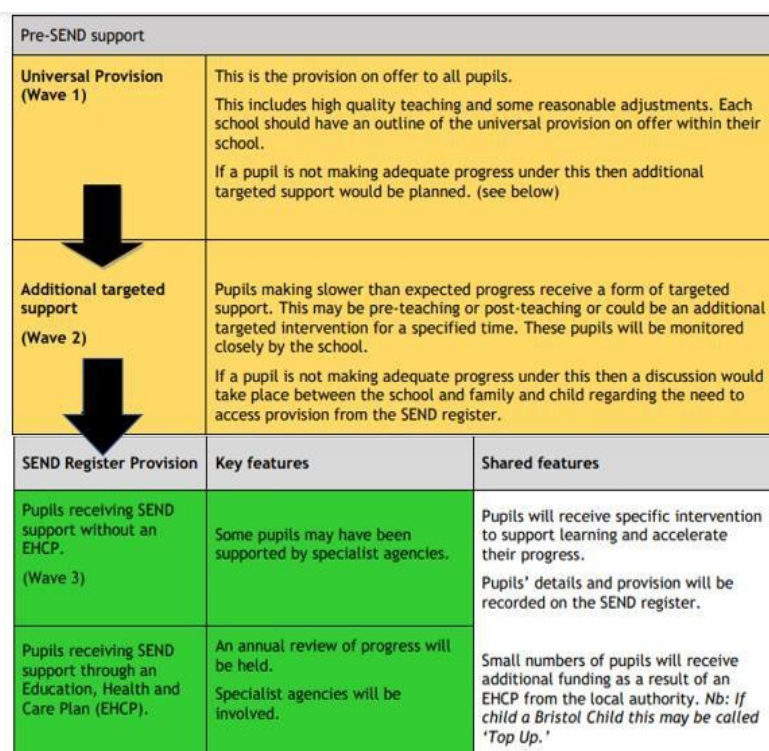
We will ensure that we regularly assess each child's needs so that their progress and development is carefully tracked. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EPs) and from health and social services.

All children's progress is continuously monitored by their teachers and scrutinised by the head teacher, senior leadership team and SENCo using our online assessment systems as well as pupil progress meetings.

Teachers work closely with parents, Learning Support Assistants (LSAs) and specialist staff to evaluate how effective the provision is in enabling children to achieve their expected outcomes. The impact of interventions is reviewed after a set number of weeks and next steps are identified.

Annual reviews are held for pupils with Education, Health and Care Plans.

The graduated response - The diagram below sets out the graduate response in more detail:



Pupils identified as SEND may require provision that is additional or different to that Universally available (Universal Provision). These pupils will have their needs met through the SEND register. Some pupils may have an identified SEND need but are making progress within Universal Provision. These pupils therefore do not need provision that is additional or different to the Universal Provision and so do not need to sit on the SEND register. These pupils sit on a monitoring list which is reviewed regularly by the SENCo and class teachers.

Q) Do staff have specialist training or are you supported by external specialists?

Our staff regularly take part in training to advise them on how to increase curriculum access for children with a range of special educational needs. Training is delivered at in-service training days (INSET days) and staff meetings to give staff the skills and knowledge they need to support special educational needs in the school environment. Individual teachers and LSAs receive training as required on how to meet the needs of specific children, for example, children with medical needs. Planned training includes Nurture UK and mental health and wellbeing, Trauma and Attachment and universal provision.

If other training or expertise is required to support a child this will be done via the SENCO and the senior leadership team.

The school is part of the Lighthouse Schools Partnership Trust and is lucky enough to be supported by a Lead Teacher for SEND as well as a Lead Teacher for Nurture and Behaviour. These experienced colleagues are able to provide advice and training to all staff and support the SENCo where needed.

Where appropriate, the SENCo may request support and advice from external agencies, including:

- Educational Psychologists (EPs)
- Speech and Language Therapist (SaLT)
- Occupational Therapy Service (OT)
- Sensory Support Service (Vision, Hearing)
- School Nursing Team
- North Somerset Council Inclusion Panel.



The external specialist usually acts in an advisory capacity or provides additional specialised assessment. Recommendations will be implemented and monitored by the class teacher and SENCo.

Parental permission will be sought before any referral to an external agency and parents will be invited to meetings with external agencies when appropriate.

Q) How do you support the well-being of children?

At Northleaze, we have six key school values of Responsibility, Creativity, Respect, Compassion, Resilience and Friendship and we discuss and encourage all children to share in and demonstrate these. We explore a wide range of social and emotional themes during our assemblies and through our PSHE lessons and circle times.

Circle times are also used as an opportunity for all children, including those with SEND, to share their views about anything they choose and discuss these with their teachers and peers. The school also runs a pupil questionnaire to collect the views of pupils about a range of issues including safety, behaviour and teaching and learning.

Our school ELSA (Emotional Literacy Support Assistant) works with individuals or small groups who need support with social, emotional and mental health needs. We have a zero-tolerance approach to bullying: our anti-bullying policy is published on our website. All pupils are encouraged to take part in school camp, sports day, school plays, and workshops. We encourage the inclusion of children with SEND in the School Council, Eco Council and other groups. We have qualified first aiders on site who are trained to administer medicines and support children with their self-care needs.

Q) What facilities do you have to support children with SEND?

We provide safe surroundings which are suitable for the educational needs of all our children, including those with SEN and disabilities.

We have a number of quiet spaces for children who need short breaks from the busy classroom environment including a Calm Room and our cosy Nurture room.

We run a 'quiet club' at lunchtimes for children who find the playground environment overwhelming.

Northleaze Primary School is a single site, one level school, classrooms are accessed by a main corridor from which there is also wheelchair access.

There is currently a shower and accessible toilet in the building.

Currently we have two designated parking spaces for disabled parking on the school site.

The school has an Accessibility Plan ([click here](#)) to ensure that issues related to access and inclusion are considered and developed. This is published on our website.

Q) How do you support children who need specialist equipment or resources?

At Northleaze, we work hard to ensure that all our children, including those with SEN or disabilities, are provided with the support and equipment that they need to fully access the curriculum. Children requiring equipment due to an impairment will be assessed in order to gain the support that they require which may include specialist IT equipment.

Where children are disabled, the school will comply with its duties under the Equality Act 2010 and will make reasonable adjustments to ensure that the child is not placed at a disadvantage compared to other pupils.

Some children with medical conditions may also have special educational needs and may have an Education, Health and Care (EHC) Plan which brings together their health and social care needs as well as their special educational provision.



Q) How are children supported through times of transition?

Starting school

Before children start in the Northleaze Reception class, the class teacher will liaise with the child's early years setting. They will inform the school of your child's needs and pass on all relevant records, with your permission. As a parent, you will be able to meet with the SENCo and class teacher if needed to share information and any concerns. All children attend settling in afternoons in July and the transition into school is made on a part-time basis for the initial weeks. Individualised plans can be put in place for children who require extra time to settle and become used to their new environment.

Transfer to Secondary School

We liaise closely with secondary schools as pupils transfer from Year 6 to Key Stage 3. For children with an EHCP, the secondary school SENCo will be invited to the Year 6 annual review meeting and will liaise with parents to help plan for transitions. Where needed, extra transition visits to secondary school can be arranged. The SENCo and Year 6 class teacher will meet with secondary school professionals to share information. The SENCo oversees the transfer of important information and records to the secondary school for all children with SEND.

Transition to the next year group

Class teachers liaise prior to the start of the new school year and information is shared. Where needed, individual enhanced transition plans are put in place which may include a child having extra visits to their new classroom and the making of photobooks to take home for the summer to share with parents. All children also enjoy a morning in their new class with their new class teacher before the summer holidays.

Preparation for adulthood

We place great importance on teaching all children life skills which they can use in the future. Our school values of Responsibility, Resilience, Respect, Compassion, Creativity and Friendship are life skills in themselves and even though primary age children are very young we can teach them how to prepare for adulthood including building social skills, e-safety, using money and cooking. Our Year 6 class also visits the Bristol Life Skills centre which teaches them a wide range of useful skills for adulthood.

Q) Do you provide 'out of school' activities for children with SEND

We work closely with families to ensure that all children can fully participate in the activities on offer at Northleaze. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips in Year 5 and Year 6. Additional support staff will also attend these trips to support pupils when needed.

Q) What is the role of the governing body?

The Governing Body monitor and review the progress of children with a Special Need and/or Disability and compare progress and attainment with those without.

There is a Governor specifically identified with an interest in Special Needs and Disability and they meet with the SENCO, normally annually, reporting to the Governing Body. Frequent reports and updates are provided to governors throughout the year by the SENCO. The Governing Body will also investigate any complaint or issue raised by parents to ensure a satisfactory resolution.

Q) What should I do if I disagree with your approach or want to make a complaint?

Complaints about SEND provision in our school should be made to the class teacher or SENCo in the first instance who will work to resolve any problems. Where a parent feels that their complaint has not been resolved, they should make an appointment to see the Headteacher. Following this, they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Q) Who should I contact for more information?

The School Special Educational Needs and Disabilities co-ordinator is Corinne Clarke. You can contact her through the school office on 01275 540077 or email: school@northleazeprimary.org.uk

The School Governors with responsibility for SEND are Nini Anamah and Rachel Evans. They can also be contacted through the school office.

For further advice and support, the school also points parents towards the local partnership organisation 'SEND & You' (formally 'Supportive Parents). Further information can be found here: <https://www.sendandyou.org.uk/>

A forum has also been set up called North Somerset Parent Carers Working Together (NSPCWT) – for further information, please visit: <https://www.nspcwt.org>

