Rendell Primary School
SEND Information Report for Parents / Local Offer

The aim of this information report is to explain how we implement our SEND policy. It outlines how special educational needs support works in our school.

The SEN Information Report is part of a broader collection of documents relating to SEN, disability, and inclusion, all of which are available on our website. It is particularly important to read this report in conjunction with the school's SEND policy. You can find it on our website here **Policies - Rendell Primary School - Loughborough**

This SEND Information Report meets the statutory requirements outlined in the SEND Code of Practice 0-25 Years (updated May 2015, section 3.65) and has been developed with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools (DfE, updated June 2015)
- SEND Code of Practice 0-25 (updated May 2015)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (September 2017)
- Safeguarding Policy
- SEND Policy
- Equality Policy
- Accessibility Plan

These policies outline the school's approach to:

- Teaching children with SEND.
- Assessing and reviewing the progress of children with SEND.
- Adapting the curriculum and learning environment to meet the needs of children with SEND.
- Determining additional support for children with SEND.
- Promoting, and ensuring, the inclusion of children with SEND alongside their peers in all school activities.
- Supporting the emotional, social, and mental well-being of children with SEND.
- Evaluating the effectiveness of SEND provision.

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 SEND do we provide for?

Our Vision:

Rendell Primary School is a welcoming, inclusive mainstream school that celebrates diversity and individuality. We are committed to ensuring that every child feels valued, supported, and empowered to reach their full potential.

Our Approach:

We have a dedicated and compassionate team of staff who nurture positive relationships and set high expectations for all pupils. We believe that strong relationships are key to enhancing self-esteem, emotional well-being, and academic progress.
Our provision for pupils with Special Educational Needs and Disabilities (SEND) is guided by the four areas of need outlined in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Areas of Need we Support:

Our team has experience supporting children with a wide range of needs, including but not limited to:

Communication and Interaction
- Autism Spectrum Disorder (ASD)
- Speech and language difficulties

Cognition and Learning
- Specific learning difficulties such as dyslexia, dyspraxia, and dyscalculia
- Moderate learning difficulties
- Severe learning difficulties

Social, Emotional and Mental Health
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Attachment disorders
- Emotional and behavioural needs

Sensory and/or Physical Needs
- Hearing impairments
- Visual impairments
- Multi-sensory impairments
- Physical disabilities

Medical Needs:

We also have experience supporting children with medical conditions such as epilepsy, diabetes, asthma, allergies, and cystic fibrosis. For more information, please refer to our Accessibility Policy available on the school website.

Accessibility:

Our school site is fully wheelchair accessible, with ramps at key access points including the main entrance and playground. We also have a spacious disabled toilet that is large enough to accommodate changing and is suitable for wheelchair users.

Individualised Support:

At Rendell Primary School, we take a holistic approach to education, recognising and responding to each child's unique strengths and challenges. Every pupil is treated as an individual, with tailored support plans developed in collaboration with families and professionals to ensure the best possible outcomes.

2. How do we identify and assess pupils with SEND?

What to Do If You Think Your Child May Have SEND:

If you have concerns about your child's development, learning, or well-being, your first point of contact should be their class teacher. You can arrange a meeting by contacting the school office. As the person who works most closely with your child in school, the class teacher is well-placed to discuss your concerns and, if appropriate, liaise with our Special Educational Needs and Disabilities Coordinator (SENDCo), Miss Powell.

Together, we will meet with you to gain a deeper understanding of your child's strengths and areas of difficulty. We will work collaboratively to identify desired outcomes and agree on the next steps to support your child.

How We Identify SEND in School:

All class teachers at Rendell Primary School are trained to recognise and respond to potential indicators of SEND. They continuously monitor pupils' academic progress and social development. If a pupil is not making expected progress, the teacher will:

- Investigate whether the pupil has gaps in their learning
- Provide targeted interventions to address those gaps
- Monitor the pupil's response to these interventions

In many cases, pupils without SEND make rapid progress once gaps are addressed. However, if concerns persist, the class teacher will consult with the SENDCo and contact you to discuss the possibility of additional support.

The SENDCo may carry out observations and assessments to better understand your child's needs. This process includes:

- Reviewing progress, attainment, and behaviour
- Comparing development with peers and national benchmarks
- Gathering insights from class teachers, support staff, and parents
- Speaking with your child to understand their perspective
- Consulting external professionals where appropriate (e.g., speech and language therapists, educational psychologists, paediatricians)

Based on this comprehensive review, the SENDCo will determine whether your child requires SEN support. You will be informed of the outcome in writing. If support is needed, your child will be added to the school's SEND register, and a personalised support plan will be created and reviewed each term.

Building a Full Picture of Your Child's Needs:

Rendell Primary School develops a holistic understanding of each pupil's needs by gathering information from a range of sources:

- Parents and carers: Your insights are invaluable in identifying concerns early
- Class teachers: Regular assessments help identify pupils whose progress is significantly slower than expected, or who show other signs of difficulty
- Support staff: Learning support assistants and other adults may share observations with the class teacher or SENDCo
- SENDCo: May conduct targeted assessments to explore specific areas of need
- External agencies: Professionals such as speech and language therapists, health services, paediatricians, and educational psychologists may contribute assessments or advice
- Early Years Inclusion Team**:** Supports identification and strategy development for pupils in our Little Owls Pre-School settings

3. Who is our special educational needs and disabilities coordinator (SENDCo) and how can they be contacted?

The school's SENDCo is Miss Powell, who has achieved the National Award in Special Education Needs Coordination. The school's Assistant SENDCo is Mrs Bowles-Henson. Both can be contacted by telephoning the school on 01509 263 497.

4. What is our approach to teaching pupils with SEND?

At Rendell Primary School, we are committed to the well-being and progress of every child. Our approach begins with Quality First Teaching, which ensures that all pupils receive high-quality, inclusive education tailored to their individual needs.

What is Quality First Teaching?

Quality First Teaching is the foundation of our classroom practice. It involves:

- High expectations for all pupils
- Continuous assessment to inform future planning
- Teaching that builds on pupils' existing knowledge, skills, and understanding
- A learning environment that is inclusive, engaging, and responsive

Differentiation to Support Learning:

When pupils are identified as having gaps in their understanding or learning, differentiation is the first step in ensuring they can access the curriculum. This may be planned for individuals or groups and can include:

- Scaffolding strategies to help pupils achieve learning outcomes
- Adult support to guide and encourage
- Adapted or additional resources to meet specific needs
- Specialist equipment where necessary
- Working walls that provide prompts and visual aids to support independent learning
- Active learning and practical activities to engage pupils and enhance understanding

Additional Support for Significant Needs:

For pupils with more significant or persistent needs, the school may apply to SENA (Special Educational Needs Assessment) at County Hall for Special Educational Needs Intervention Funding (SENIF). This funding typically supports short-term interventions and requires:

- Evidence of a carefully followed graduated approach
- Documentation of strategies and outcomes over time
- Meeting specific eligibility criteria

Education, Health and Care Plans (EHCP):

Children with long-term and complex needs, which often span education, health, and social care, may be eligible for an Education, Health and Care Plan (EHCP). Like SENIF, this process requires substantial evidence and must meet strict criteria.

Parents also have the right to request a Statutory Assessment independently of the school. To do so, they should contact SENA directly via email at **senaservice@leics.gov.uk**.

This is a legal process, and the Local Authority will determine whether additional support is required. If approved, the SENIF or EHCP will outline:

- The number of support hours allocated
- How the support should be used
- Specific strategies to be implemented

5. How do we enable pupils with SEND to engage in activities with their peers?

At Rendell Primary School, we are committed to fostering an inclusive environment where children with SEND are fully engaged in all aspects of school life alongside their peers. We use a range of strategies to promote meaningful interaction and shared learning experiences between pupils with and without SEND:

- Active learning: Hands-on, engaging activities that encourage participation from all pupils
- Unit-based learning: Structured themes that allow pupils to explore topics together, promoting collaboration and shared understanding
- Varied groupings: Opportunities for individual, paired, and group work to build social skills and peer relationships
- Targeted interventions: Support programmes delivered within the classroom or in small groups to address specific needs, while maintaining inclusion
- Educational visits: School trips are planned to be accessible and inclusive, ensuring all pupils can participate
- Extra-curricular clubs: All pupils are encouraged to join school clubs. Where needed, reasonable adjustments are made to support the participation of children with SEND

These strategies help ensure that every child feels included, valued, and able to contribute to the school community.

6. How do we assess and review pupils' progress towards their outcomes?

At Rendell Primary School, we follow the graduated approach and the four-part cycle of plan, do, assess and review.

The Graduated Approach The process for implementing SEND support is in four stages
Assess We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child, to give us an accurate picture of the child's needs. This usually includes the child, teachers, SENDCo, parents / carers and any outside agencies (Health, Social and Educational).
Plan A 'support plan' will be written to outline what will be put in place to achieve specific aims or targets. The plan will include: • 'Quality First Teaching' approaches that are effective to enhance learning • Proven interventions or strategies that will be used to achieve specific targets and how they will be delivered • Any focussed support from a teacher / teaching assistant • Resources to support outcomes and to ensure access to the curriculum
Do The 'support plan' is the working document used by all those supporting the child. The class teacher remains responsible for the child's progress and works closely with any teaching assistants or specialist staff, to plan and assess the impact of support and interventions and how they link to classroom teaching. Adjustments and annotations should be made to the plan as necessary. If the child's class teacher has any concerns that the plan is not working they will discuss this with the SENDCo for further advice.
Review

The effectiveness of the support and interventions will be reviewed at least termly. The impact of the support will be measured, as well as progress towards their aims and targets. Parents and pupils will be asked for their views about what has worked well and what they feel needs to happen to support their learning.
A decision will be made about any necessary changes and the 'support plan' will be updated to enable the child to achieve their next steps in learning. Advice or assessment from outside specialists may be requested if more information is required. If the child continues to have significant difficulties despite additional intervention or advice from specialists it may indicate that they have higher or more complex needs.
The SENDCo may then make an application for SENIF if the cost of additional support goes beyond the £6000 threshold that is the school's responsibility.
Over time, if the child is still not making progress despite the school having taken relevant and purposeful action over time, the school or the parents can apply for an Education Health and Care plan.
Where a pupil has an EHC Plan there must be an annual review involving parents, school and outside agencies.

All children are assessed half-termly. Progress is regularly reviewed and if despite 'Quality First Teaching' with reasonable adjustments to accommodate learning differences there continue to be concerns, additional support may be necessary.

This support will be written on their 'support plan'. Their support plan will include aims and targets for the child to work towards over a period of time. Support plans are working documents which are continually amended, as the children achieve their aims and targets.

If progress has not been made, despite appropriate intervention and additional support, other agencies may be contacted to provide support and advice to both school and parents.

7. How do we consult pupils and the parents of pupils with SEND and involve them in their child's education?

At Rendell Primary School, we believe that a strong partnership between home and school is essential to supporting children with SEND. We are committed to maintaining open, honest, and regular communication with parents and carers.

Support plans are shared with parents and carers, who are invited to attend SEND review meetings three times a year. These meetings are held with the class teacher, and the SENDCo (Miss Powell) is available to join if parents have additional questions or wish to discuss matters in more detail.

Annual reports and Autumn and Spring term parents' evenings give all parents and carers regular feedback on their child's progress and academic levels.

Where appropriate, parents may also be contacted outside of these times to discuss the support being provided and explore ways to reinforce learning at home.

We operate an open-door policy and welcome parents and carers to arrange meetings with either the class teacher or SENDCo at any time. To book an appointment, please contact the school office.
We are committed to working in partnership with families and aim to keep communication channels open to ensure that every child receives the support they need to thrive.

8. How do we support pupils with SEND to improve their emotional and social development?

Rendell Primary School recognise the importance of supporting children with their emotional and social development. To enable us to do this we use:

- Circle time activities following the schools PSHE Jigsaw scheme
- Social skills and friendship groups

- Lego therapy
- Primary Group work materials e.g. 'Feeling Good'

Staff have received 'Attachment and Trauma' training.

We also have an Educational Mental Health Practitioner (EMHP) who can run sessions for classes, help parents of younger children through a platform called OSI, or run 1:1 sessions for UKS2 pupils.

The class teacher holds overall responsibility for the well-being and progress of all pupils in their care, with particular attention to our vulnerable learners. As a school, we are proactive in promoting a safe and inclusive environment and take clear steps to reduce the risk of bullying for all children. Safeguarding is a top priority at Rendell Primary School, and every member of staff is committed to ensuring the safety, protection, and welfare of all pupils.

9. What expertise and training do staff receive to enable them to support pupils with SEND?

Teachers and learning support staff regularly receive CPD to help them to support pupils within the classroom. The Assistant Head teacher is the Continuing Professional Development (CPD) co-ordinator for class teachers, learning support staff and other staff members. The Assistant Head teacher ensures that all staff receive training to equip them with the necessary skills they require to effectively support pupils.

Throughout each academic year SEND training needs are identified and we aim to keep school staff up to date with relevant training and developments in relation to the needs of pupils with SEND.

Rendell Primary School operates the following training programmes:

- Regular CPD session related to pupils with additional needs and classroom strategies to support them e.g. ADHD, Autism training.
- Specific training for interventions such as Precision Teach, Lego Therapy, Sensory Circuits, PECs.
- SENDCo or learning support staff to attend training and disseminate to the rest of the school.
- SENDCo attends termly meetings with an educational psychologist and other SENDCos.

Medical training takes place as required to support pupils with medical care needs, such as epilepsy, asthma or allergies. Specific training is provided to support identified needs as necessary.

10. How will we secure specialist expertise and involve other organisations, including health and social care, local authority support services in meeting pupils SEND needs and supporting their families?

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:

- Speech and language therapists (SALT)
- Educational psychologists
- Local authority services, such as Autism Outreach Team
- Specialist Teaching Service – Hearing and visual support
- Inclusion support from Ashmount School
- Behaviour support from Oakfield School
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers

- Social services and other local authority provided support services, such as Supporting Leicestershire Families
- Early Years Inclusion Team
- SENDIASS for parental support
- SENA for assessment of SEND

11. How do we evaluate the effectiveness of our SEND provision?

At Rendell Primary School, every pupil is recognised as an individual. Support and interventions are tailored to meet each child's specific needs and are documented in a personalised SEND Support Plan.

Children's progress is monitored on a half-termly basis through regular assessments. This ensures that all pupils—whether or not they have SEND—are continually evaluated against national expectations.
At the end of each Key Stage, pupils are formally assessed using Standard Assessment Tests (SATs), as required by the Government. These results are published nationally and help inform future planning.

When a child participates in a specific intervention, their entry and exit levels are recorded to measure impact. Following this, the class teacher, SENDCo, and learning support assistant collaborate to determine the next steps in the child's learning journey.

Support plans are reviewed termly, but provision is continuously monitored and adapted to ensure it remains responsive to the child's evolving needs. Parents and carers receive a copy of their child's SEND Support Plan and termly review.

SEND updates are regularly shared with the Governing Body through the Headteacher's report, ensuring strategic oversight and accountability for SEND provision across the school.

12. How do we support pupils moving between different phases of education or transferring to a new setting?

Rendell Primary School initiates and promotes a close liaison between early years, Key Stage 3 and dual placement settings.

- Our Foundation Stage teachers visit pre-school and nursery settings prior to the children starting school.
- Many children attend our Little Owls Pre-School and become familiar with the school setting throughout their time there.
- Our year 6 teachers meet with the transition heads in Key Stage 3 settings.
- Additional Y6 transition intervention, for pupils who may need additional support.
- School Educational Mental Health Practitioner (EMHP) running additional sessions for Y6 pupils, focused on transition.
- Close liaison between phase leaders, teachers in Early Years, Key Stage 3 and dual placement settings. This may involve multi-agency meetings to support transition. Transition arrangements are in place for each year group in Key Stage 1 and between Key Stages 1 and 2.
- The Rendell Primary School SENDCo will meet with the SENDCo of the Key Stage 3 settings and nursery or pre-school settings, if appropriate.
- Good transfer of all SEND information between settings.
- Previous schools are contacted for good information sharing.
- Induction events in the summer term for children who are joining the Foundation Stage in September.
- Flexible entry into Foundation Stage, if necessary, upon agreement with the Head Teacher.
- Transition to new classes is facilitated by planned sessions in the summer term. Extra sessions are organised for pupils with higher additional needs.
- New schools are invited to attend any annual reviews prior to transition.
- Pupil voice – children are asked their view, if this is appropriate.

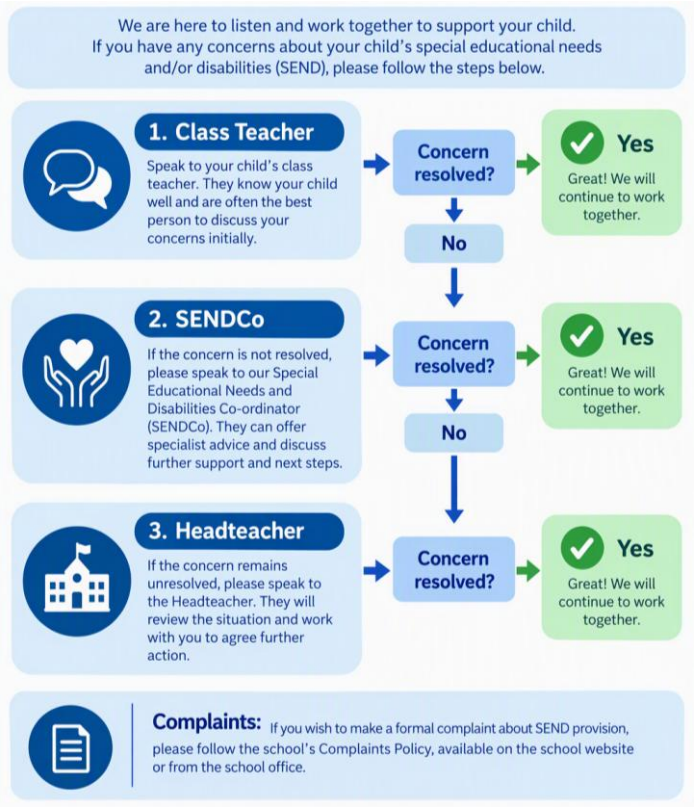
13. Who can you contact if you have concerns or want to make a complaint about provision at the school?

If you have concerns about your child's progress at school, your first step should be to arrange a meeting with their class teacher, who knows your child well and can discuss their learning and development.

If you feel that your concerns are not being fully addressed, you are encouraged to make an appointment with the SENDCo or Headteacher.

Should you remain dissatisfied, you may contact the SEND Governor to further discuss your concerns.

For formal complaints, please refer to our Complaints Policy, which is available on the school website.



14. What support services are available to parents?

A list of support services for parents can be found on the Local Authority website.

http://www.leics.gov.uk

SENDIASS support children and young people with SEND, and their parents, in Leicestershire. They provide free, impartial and confidential advice and support. They can be contacted using the channels below:

0116 305 5614
info@sendiassleicestershire.org.uk
https://sendiassleicestershire.org.uk/

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

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

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

We see a child's education as a wide partnership including parents, the child, school staff and other outside services if necessary.
Support from other services may be accessed as appropriate, for example;

- Educational Psychology Service
- Specialist Teaching Service including the Hearing Impaired Team, Visually Impaired Team and Autism Outreach
- Speech and Language Therapy
- School nurse
- Early years services
- Occupational therapy
- Child and Adolescent Mental Health Service
- Counselling services
- Social Services
- Paediatricians

16. Where can I find the Local Authority's Local Offer?

The Leicestershire Local Offer is designed to bring together essential information about services and support available for children and young people with Special Educational Needs and Disabilities (SEND). It provides a central hub of guidance across education, health, and social care, helping families understand what support is available and how to access it.

Through the Local Offer, you can find:

- Details of local service providers
- Advice on identifying and supporting SEND
- Information about education settings, health services, and social care
- Guidance on funding, transport, and preparing for adulthood
- Contact details for support organisations and parent forums

The Local Offer is especially helpful for families in Charnwood and surrounding areas, offering tailored resources and updates relevant to your locality.

To explore the Local Offer, visit the Leicestershire County Council website:
www.leics.gov.uk

Once there, you can search for:

- Education and Children
- Local Offer
- SENA (Special Educational Needs Assessment)
-

Alternatively, you can go directly to the Local Offer portal at: **What is the Local Offer | Leicestershire County Council**

This resource is regularly updated and is a valuable tool for understanding your child's entitlements, accessing support, and planning for the future.

17. Glossary

- **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 (EHCP)** – 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
- **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
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN/D support** – special educational provision that meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages