



BRADGATE
Education Partnership

Approved by: Trust Board. September 2025

Report produced by: Rachel Lissaman

Review Date: September 2026



SEN Information Report

This Information Report has been prepared by Rachel Lissaman at Church Hill Infant School and approved by the Board of Trustees on 10/9/25 for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found on our website. In particular, it should be read alongside the school's SEND policy.

The school makes provision for the following kinds of SEND	At Church Hill Infant School we have a commitment to inclusive practice and ensuring a sense of belonging for all pupils. We recognise that children learn at different rates and that there are many factors affecting achievement. We are committed to working with children that have additional needs including: • Communication and interaction e.g. autistic spectrum disorder, speech and language difficulties • Cognition and learning e.g. dyslexia, dyspraxia • Social, emotional and mental health difficulties e.g. attention deficit hyperactivity disorder (ADHD) • Sensory and physical needs e.g. visual impairments, hearing impairments, processing difficulties, epilepsy
The school identifies and assesses SEND by:	At Church Hill Infant School, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be. We regularly track pupils' progress and analyse data to identify if there is evidence that a pupil is not making expected progress. Along with pupil tracking, any of the following can trigger a concern: ✓ Parent/carer ✓ Child ✓ Class teacher ✓ Widening gap or failure to close a gap between self and majority of peers ✓ Feedback from service providers ✓ Records transferred from another school ✓ Base line and on-going assessments ✓ EYFS/KS1 results ✓ In-house testing and assessment



	If a concern arises then the class teacher would talk to you about your child's progress and suggest ways in which you could help at home. The class teacher will make adaptations to the work and offer additional support as appropriate. If difficulties persist, the SENCO may become involved. At this point, there may be a need for more specific assessments in school. The SENCO will discuss the next steps with you and your child. For significant needs, the school can use the Support Plan to apply to SENA (Special Educational Needs Assessment at County Hall) for Special Educational Needs Intervention Funding (SENIF). This funding is often agreed for shorter-term interventions, but the graduated approach must have been carefully followed first and evidence will need to be submitted with the request. Specific criteria need to be met for this additional funding to be agreed upon. Children with significant needs that may encompass health, education and social needs alongside a learning need, may need to access support through an Educational Health and Care plan and a Statutory Assessment of their needs can be requested. As with the application for SENIF, strict criteria would need to be met and evidence over time would need to be submitted. A range of assessments are used in school in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going as it is for all pupils in school. Children with special educational needs and disabilities are identified when, despite receiving differentiated learning opportunities, they: ✓ make little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness ✓ show signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas ✓ present persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school ✓ have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
--	---



- ✓ have communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In these cases, additional assessments are used to help us identify the specific need of the child. The class teacher and SENCO will communicate closely in order to provide a targeted approach to supporting your child with any difficulties. All staff have knowledge, skills and experience working with children with SEND.

After consultation with parents the school may also seek quality support and advice from other specialist agencies such as Autism Outreach, The Specialist Teaching Service, Speech and Language Therapists and the Educational Psychologist Service.

If your child is identified as having SEND, in addition to in-class support, the specific support needed to address your child's area of need will be provided. Interventions are provided in a variety of areas including: Reading, Maths, Speech and language and Social skills. If your child has an EHCP (Education and Health Care Plan) we will put provision in place as outlined in that plan.

Class teachers monitor pupils' progress regularly and monitor how your child is progressing. We do this for all pupils in school, not just those pupils identified as having SEND. The SENCO and Subject Leaders are also involved in this monitoring process. In addition, a record of all additional support and outcomes is kept. To monitor the effectiveness of additional support for children identified as SEND an individual support plan will monitor whether they achieve targets and make progress.

We liaise with parents and pupils at least once a term to review targets, discuss next steps and amend provision if necessary. Some pupils may require an individual support plan, a copy of which will be sent home. Teachers will regularly check your child's progress on meeting their targets and will review and change them as necessary. Parents are encouraged to talk to class teachers or make an appointment to speak to the SENCO if they have any concerns. Class teachers all deliver high quality teaching that is differentiated for individuals; they are trained to differentiate the



	curriculum and take into account ability and different ways in which pupils learn. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered. We also take into account recommendations from outside agencies when adapting teaching to meet specific needs. Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively.
The school supports SEND in accordance with its policy framework which is set out at:	This SEND Information Report complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (updated May 2015) 3.65 and has been written 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 (Sept 2017) • Safeguarding policy • Accessibility Plan • Teachers' Standards (updated 2021) • SEND Policy • Equality Policy • Inclusion Policy • Equality Policy These policies set out our approach to; • Assessing and reviewing the progress of children with SEND • Teaching children with SEND • Adapting the curriculum and learning environment for children with SEND • Making decisions on additional support in relation to children with SEND • Ensuring inclusion of children with SEND with children without such needs across all school activities • Supporting the emotional, social and mental development of children with SEND



	Evaluating the effectiveness of our provision for children with SEND
The school's SENCO's details are:	Mrs Rachel Lissaman The SENCO can be contacted via the school office (01162692083) or via email rlissaman@churchhillinfants.bepschools.org
The school's staff have been trained and have expertise in the following areas:	All teachers are teachers of SEND and supporting children with additional needs is the responsibility of all staff at Church Hill Infant School. It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND. Training needs are identified by staff themselves or by the SENCO to meet the needs of children in school or those known to be coming into school. All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and procedures; including discussion of the needs of individual pupils. The SENCO regularly attends meetings to keep up to date with local and national developments and to share best practice. We work with a range of outside agencies to secure specialist expertise. These include: ✓ Speech and Language ✓ Educational Psychologist ✓ Early Years SEND Support Team ✓ Specialist Teaching Service ✓ Community Paediatricians ✓ Health Visitors/School Nurse ✓ Autism Outreach Service ✓ Child & Adolescent Mental Health Service ✓ Family Support Worker ✓ SENA – department that supports children with EHCPs (education and health care plans) ✓ Area special school – Birchwood or Oakfield ✓ Social Services ✓ Leicester City Special Education Service ✓ Early Years Communication and Interaction team



	In addition both the SENCO and the Head teacher have gained the qualification of 'National Award for Special Educational Needs Co-ordination'.
The school will secure equipment and facilities for pupils with SEND by:	The SEND budget is allocated each financial year and the money is used to provide additional support or resources dependent on the current needs of the children. Resources may include deployment of staff depending, specialist equipment or additional resources to use in the classroom. Decisions regarding resources and support are made in consultation with class teachers and the Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and assessments made by outside agencies. The needs of most pupils on our SEND register can be met through SEND support (high quality teaching and targeted interventions). However, some pupil's needs are more complex and SEND Support is insufficient to meet their needs. In these cases, the school may apply for higher needs funding from the local authority. This funding enables us to offer additional support to a pupil, individualised to their specific needs. Higher needs funding can be given in two forms: SEND Intervention Funding – SENIF -This is time-limited funding which is given to support a pupil for a particular period. Specific criteria must be met for this funding to be agreed by the local authority who will decide whether to provide it and how much a school will receive. Education, Health and Care Plans (EHCP) - This is a statutory document that describes a pupil's special educational, health and social care needs. It explains the extra help that must be given to meet those needs and how that help will support the pupil to achieve. An EHCP must be reviewed every year. If a pupil requires it then they may keep their EHCP until they are 25 years old. Accessibility of the school is reviewed annually as part of our Accessibility Plan. The school is on one storey and the majority of the school is accessible to wheelchair users. As a school we are always happy to discuss individual access requirements.



The school aims to involve the parents/carers and pupils with SEND and will do so by:	We believe that it is of paramount importance to involve all parents in their child's education and listening and responding to parental voice is an important part of the SEND process. We hold parent's evenings in the Autumn and Spring Terms for all children and an open evening in the Summer Term where the needs of SEND children can be discussed with their parents. We provide a comprehensive written report in the Summer Term for all children. Children on our SEND register will have an Individual Education Plan (IEP) which are regularly reviewed to ensure children are making progress and that everyone is aware of their current targets and next steps The progress of children with an Education, Health and Care Plan (EHCP) is formally reviewed at annually and all adults involved with the child's education are invited to attend and share their views. We adopt a number of other strategies to communicate with parents depending on your availability; queries and questions via Arbor, Class Dojo, home-school diaries and phone call discussions. If needed appointments for additional meetings can be made. We encourage and ask pupils to contribute their views about their needs and comment on the support they receive. Pupil voice is vital in the SEND process and pupil's thoughts and feelings will be heard and responded to. We do this through pupil interviews and surveys. Pupils are involved in the targets set on their support plans and encouraged to reflect on these.
Any concerns or complaints raised by a parent/carer of a pupil with SEND will be dealt with by the school by:	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 SENCO, Head Teacher or other member of the Senior Leadership Team. There is a complaints policy in school, in which such procedures are outlined- this policy is available on our website.



The school works with other agencies to support school with SEND and their families by:	We work with a range of outside agencies to secure specialist expertise. These include; ✓ Speech and Language ✓ Educational Psychologist ✓ Early Years SEND Support Team ✓ Specialist Teaching Service ✓ Community Paediatricians ✓ Health Visitors/School Nurse ✓ Autism Outreach Service ✓ Child & Adolescent Mental Health Service ✓ Family Support Worker ✓ SENA – department that supports children with EHCPs (education and health care plans) ✓ Area special school – Birchwood or Oakfield ✓ Social Services ✓ Leicester City Special Education Service ✓ Early Years Communication and Interaction team ✓ Attendance officer
The school acknowledges that parents/carers of pupils with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:	If you need support in finding an organisation or support service for your child, please contact the school who will be happy to help you navigate through the local offer. You may also find the SEND Information and Advice Service useful. Further information can be found here: https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/sharing-your-views/independent-advice-for-special-educational-needs-and-disability-send
The school works on transition arrangements for pupils joining or leaving the school by:	During the year there are many opportunities for us to support children with transition. Typically, at Church Hill Infant School we have the following transition programme - 'Meet the teacher' sessions during the summer term where the children will spend some time with their new teacher and classmates. At the beginning of each new academic year Parent Forums are held for each year group to outline what the year ahead will entail and the best ways of supporting your child. Parents evenings provide good opportunities for parents and teachers to talk in more detail.



	Children transferring to the Junior School have a planned transition programme. Less confident children are accompanied to the school by the SENCO for a planned programme of additional induction. SENCO liaise and records are passed on. Children entering school at 4+, visit the school on a number of occasions prior to the beginning of the new school year. The 4+ staff will meet children and parents and they can pass on information relevant to the development of their child. Pre –school providers involve the SENCO and class teacher in pre-school meetings for children causing concern. Initially the children will attend part time to allow them time to settle into their new surroundings and routine. If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum. Comprehensive transition arrangements are in place for all children, but additional bespoke arrangements are made for individual pupils as required, including additional visits to the next school and meetings between parents and SEND staff who will be supporting children at their new setting.
The Local Offer produced by Leicestershire Local Authority is available at:	https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability