



Outwoods Edge

Primary School

Every Child. Every Day. Every Future.

SEND INFORMATION REPORT

SCHOOL'S CONTRIBUTION TO LOCAL OFFER

2024-2025

Statutory Information for the School's Website

This information is reviewed every year by the school's SENDCo

Reviewed September 2025 - Review date September 2026

| Name of school | Address | Telephone | Email | Website |
|------------------------------|---|--------------|-----------------------------|---|
| Outwoods Edge Primary School | 21 Redwood Road, Loughborough, LE11 2LD | 01509 216177 | office@oedge.net | https://www.outwoodsedge.leics.sch.uk/ |
| Headteacher | SENDCO | Age Range | Ofsted Inspection & Outcome | Number of children on the SEN register |
| Mr Matthew Peet | Mrs Megan Ellis | 4 - 11 years | October 2021 - Good | 57 |

What kinds of SEN are provided for?

SEND stands for "Special Educational Needs and Disability". There are four broad categories of SEND:

- Communication and Interaction (such as autistic spectrum and language disorders)
- Cognition and Learning (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
- Social, emotional and mental health (such as attachment disorders, emotional difficulties, mental health difficulties)
- Physical and Sensory (such as hearing or vision impairment or needing a wheelchair or walking frame)

The SEN Code of Practice (0-25) was revised in September 2014 and last updated April 2020. The school complies with the Equality Act 2010.

Ethos, Values and Vision

At Outwoods Edge, our five values underpin everything we do and shape the characters we aspire for our children to become. We provide a safe, nurturing environment and an ambitious, joyful learning culture where children are proud of what they achieve and inspired to be the best they can be and inclusion is at the heart of this. Together, we are working in the pursuit of excellence for each child, ensuring they thrive both academically and personally. We want our children to develop their own talents and strengths and strive to improve and excel in all they do. We understand that, with the right support from staff, parents, outside agencies and families, nothing is beyond the reach of our children and want to encourage children to realise this.

Some children, at times, require additional support or intervention to help meet their needs or to support their learning. The decision regarding the additional support a child needs, and the need to be on the SEN register is made collaboratively with the parents and carers. The process is based on academic progress, assessments, reports and advice from teaching staff,

professionals and through careful and consistent assessments and reviews. Parents and carers are consulted and kept informed throughout the process and progress is reviewed and shared regularly.

How does the school identify and assess the needs of pupils with SEND?

Special Educational Provision is that which is additional to and different from that which is made generally for most children in school. Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from EYFS through to Year 6. If a child is not making the expected progress, then we identify a need and determine the reasons why. Adequate progress is defined as that which:

- Closes the attainment gap between the child and children of a similar age
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- Matches or is better than the previous rate of progress
- Ensures that a child has full access to the curriculum in line with their peers
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvement in a child's behaviour, allowing them to be receptive to learning.

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

The progress of every child is monitored at regular pupil progress meetings. Where children are identified as not making progress through Quality First Teaching and Ordinarily Available Provision, this is discussed with the SENDCo and SLT and a plan of action is agreed with the teacher and shared with parents.

Class teachers are continually aware of children's learning. If they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed through ordinarily available classroom provision, adaptive teaching and some parental support. Otherwise, a graduated response is implemented by the school. This is a cycle of "Assess, Plan, Do and Review" stages. This may result in the child being placed on the SEND register at SEN SUPPORT with 'parent' or 'carer' consent.

The SENDCo or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child. Although the school can identify special educational needs, we may also consult external agencies for advice on how best to support a child and make provision to meet those needs. We do not offer diagnoses and parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

What are the arrangements for consulting parents/carers of SEND pupils about, and involving them in the education of their child?

At Outwoods Edge, we are committed to frequent and high-quality liaison between parents/carers and school staff for all children in the school and believe that outcomes are best when we work together. There are two parents meetings per year, in the Autumn, Spring and Summer Terms with class teachers. Pupil reports are issued in the Summer term, after which parents/carers are welcome to arrange another meeting with the class teacher. In addition, information is shared through reading records and half-termly or termly topic report cards. Parents/carers are encouraged to contact the school and arrange an appointment with the child's class teacher and/or SENDCo should they have any additional questions, suggestions or concerns. The SENDCo hosts regular parent meetings where informal conversations, concerns and questions can be raised and appointments with the SENDCo can be arranged via the school office. If your child has an EHCP they will also have an annual review each year, this is an opportunity to review and reflect upon their progress against their targets and whether the provision is effective for each individual child. Meetings are attended by the SENDCo, the parents and any outside agency workers - if appropriate. These meetings provide an ideal opportunity for parents/carers and school staff to work together to plan the best opportunities that will enable the child to make progress. School are happy to suggest work and support that can be given at home by parents/carers to help their child make progress. School will also signpost outside opportunities or clubs that are likely to be beneficial for the pupil. In addition to this, their progress and attainment is carefully tracked and next steps are agreed and shared regularly with parents at formal and informal meeting times.

Parents/carers are welcome to arrange additional appointments with class teachers and/or the SENDCo if required. There may be occasions when more regular home/school liaison occurs - for example a home/school communication book may provide detailed feedback of information for all involved in the pupil's progress.

What to do if you have concerns about pupil learning...

We are a mainstream school with a commitment to inclusive practice. We recognise that children learn at different rates and that there are many factors affecting achievement. At Outwoods Edge, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. We regularly track pupils' progress and where there is evidence that a pupil is not making age-related progress in one or more areas of the curriculum, we would provide additional support in class or use specific interventions to target areas in which they are struggling.

Along with pupil tracking, any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap between self and majority of peers
- Feedback from service providers or other professionals
- Records transferred from another school
- Baseline and on-going assessments
- EYFS/KS1 results
- School testing and assessment.

If a concern is raised, then class teachers would talk to you about your child's progress and suggest ways in which you could help at home. If difficulties persist, the SENDCo may become involved. At this point, there may be a need for more specific assessments in school. The SENDCo will discuss the next steps with you and your child.

If you have a concern, in the first instance, we would encourage you to share any concerns you may have with your child's class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENDCo, the Headteacher or the Deputy Headteacher.

What are the arrangements for consulting young people with SEND about, and involving them in, their education?

Children's voices continue to be valued at Outwoods Edge and all children are consulted and invited to contribute their views, opinions, concerns and reflections. Teachers and support staff make themselves available to listen to children on a day-to-day basis and this includes their views on the support that they need.

We encourage all pupils to be actively involved in their learning and staff are committed to working in partnership with the child and their family to set appropriate learning goals, children are involved in the creation of their learning plans. We seek to ascertain your child's strengths, difficulties, preferred learning styles and aspirations. Where appropriate, they may share these in pupil interviews, surveys and in our active Pupil Leadership Team. In addition to this pupil views are explored if applying for funding, EHCPs and when reviewing classroom provision and the impact that it has.

What arrangements are there for assessing and reviewing the progress of pupils with SEND?

If your child is identified as having SEND, in addition to in class support, we will provide additional support in areas such as reading, writing, spelling, maths, speech and language, socialising. If your child has an EHCP (Education Health Care Plan) or SEND intervention funding, we will put provision in place as outlined in that plan and will ensure that section F is carefully implemented to best support your child. Class teachers, working with the SENDCo, monitor pupils' progress regularly and monitor how your child is progressing. School Governors and Subject Leaders are also involved in this monitoring process.

We track the progress of all groups very closely. Teachers provide Teacher Assessment Grades each half term and they analyse the results to help them to alter provision to meet the needs of all groups. Through the use of "insights" gaps in learning are identified and appropriate intervention and support can be planned. Through pupil progress meetings, teachers and the SLT have professional discussions about the support needed or in place to best support each pupil.

Children identified as requiring support which is greater than the majority of the class will have an Individual Support Plan that will be used to communicate targets and progress between teachers, pupils and parents. The class teachers and SENDCo monitor the impact of the support put in place and regularly reviews the school's provision which identifies how group interventions and individual support will be timetabled. Their learning plan will set clear targets and will share supportive strategies and resources alongside knowledge of your child.

How do you support pupils with SEND transferring between phases of education or in preparing for adulthood and independent living?

Transition into and within school

Transition can be a stressful time for children and parents. We provide support according to the individual needs of the child to ensure that a smooth transition takes place.

During the summer term, teachers arrange a comprehensive transition programme, which can be tailored to meet individual needs:

- Additional meeting for the parents and child with the new teacher and key staff.
- Additional visit to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet / social story.
- Children may be assigned a 'buddy' who will familiarise the new child with routines and places within the school.
- A tour of the school can be arranged.

Transition to Secondary School

For the child with Education Health Care Plans, the secondary school SENDCo is invited to an early Annual Review to discuss the child's special needs in detail and arrangements may be made at these reviews. If the Secondary School SENDCo is unable to attend the review meeting, a separate meeting can be held to discuss the children on the SEND register. Some children with SEND or attachment needs may require additional transition visits, either in small groups or individually or further resources to support the transition. We arrange these and attend to support them.

What is your approach to teaching pupils with SEND?

At Outwoods Edge, we strive to ensure that teaching and learning is inclusive and accessible for all. We ensure that quality first teaching is adapted appropriately for individual pupils and is the first step in responding to pupils who have or may have Special Education Needs and Disability (SEND). It supports good inclusive practice, ensures consistency in good practice and has a focus on early intervention and a graduated approach.

• **Quality First Teaching**–High quality teaching that is adapted and coupled with research based, expert led ordinarily available provision will meet the individual needs of the majority of children and young people. We believe that all children learn best when learning alongside their peers.

• **Reasonable Adjustments**–Some children and young people need educational provision that is additional to this. When allocating additional support to children, our focus is on outcomes. We aim to put in sufficient support to enable the child to reach their challenging targets. When this includes extra adult support, we encourage the pupils to work in a way that develops independence.

• **Provision and Interventions**–The school has a range of interventions available which are listed on an Interventions Menu. The Intervention menus are regularly monitored, reviewed and adapted to meet the needs and provisions of all the children on the SEND register. When considering an intervention, the school looks at the child's learning profile in order to select the intervention best matched to the child's needs. Interventions are planned in blocks and progress is reviewed regularly. This may be 1:1 or within small groups depending on needs.

● **Recording provision**– School keeps a variety of records for all children, including those with SEND. These may include:

- My Learning Plan
- EHC Plan (Education, Health and Care Plan). Where a child has an Education Health Care Plan, an annual review meeting, attended by parents & external agencies, will be held to discuss the child's progress.
- Interventions Progress Monitoring Form
- Medical Risk Assessment
- Behaviour Support Plans
- Positive Handling Plan
- Running Plans
- PEEPS - Personal Emergency Evacuation Plans

All resources, training and support are reviewed regularly and changes are made as required. The Accessibility and Equality Plan are regularly reviewed. We make suitable adjustments to the school building where possible and provide a range of additional resources for SEND pupils (eg enlarged texts, reading books, maths equipment, ICT).

How will you adapt the curriculum and the learning environment for pupils with SEND?

All teaching at our school is differentiated to meet the needs of the children and provides excellent opportunities for all learning styles and abilities. Learning may be further adapted through provision of support, additional resources, pre-teaching of language or a more personalised curriculum to match children's needs. Some children will work with 1:1 for parts of the day to provide targeted and specialist intervention as directed within the EHCP.

For some children, access to the school's internal resource "The Forest" will be carefully planned. This is following carefully entry criteria and assessments and is there to support pupils who struggle to manage learning within a mainstream classroom environment.

What expertise and training does your staff have in relation to supporting and teaching pupils with SEND and how is the specialist expertise secured?

Staff receive training through our continuing professional learning (CPD) and SEND is an integral part of this - not seen as an "add-on". Individual staff may attend further training to meet their own professional needs, which may be around the needs of a child they are teaching. Additionally, staff may receive informal training around the needs of individual or groups of pupils. Key staff have had first aid training and some teaching staff have had Team Teach training.

Examples of this training are:

- Trauma informed practice for all staff
- Team Teach - positive handling and de-escalation strategies
- Ongoing Training provided by Leicester City SEMH team

Outside agencies will also provide staff with advice and recommendations as appropriate. The staff receive advice from agencies including the Educational Psychology Service, The Learning Support Service, the Autism Outreach Service, Consultant Paediatricians, the Speech and Language Therapy Service, the Diana Children's Service, the Physiotherapy Service, Leicester SEMH Team, Oakfields and the School Nursing Service.

Within the school, we have built up levels of particular expertise in several areas. Therefore, much information sharing is cascaded to staff within school. Different staff have different levels of expertise in different areas and therefore will be utilised in a way that helps pupils as appropriate.

How will you evaluate the effectiveness of your provisions for pupils with SEND?

If your child is identified as having SEND, in addition to in class support, we will provide additional support in areas such as reading, writing, spelling, maths, speech and language, socialising. If your child has an EHCP (Education Health Care Plan) or SEND intervention funding, we will put provision in place as outlined in that plan. Class teachers, working with the SENDCo, 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. School Governors and Subject Leaders are also involved in this monitoring process.

We track the progress of all groups very closely. Teachers provide Teacher Assessment Grades each half term and they analyse the results to help them to alter provision to meet the needs of all groups.

Careful monitoring by the SENDCo and SLT ensures that ordinarily available strategies and resources are in place and effective and teaching and learning is regularly reviewed. Interventions and support is quality assured by the SENDCo and SLT through learning walks and monitoring checks. Data is carefully analysed to explore the impact and effectiveness of intervention and support and interventions are reviewed according to this.

How will you provide additional support to aid the learning of pupils with SEND?

Children identified as requiring support which is greater than the majority of the class will have an Individual Support Plan (Learning plan) that will be used to communicate targets and progress between teachers, pupils and parents. The SENDCo monitors the impact of the support put in place and regularly reviews the school's provision which identifies how group interventions and individual support will be timetabled.

Pupils with additional needs will access interventions to support their learning and wellbeing. Interventions are closely tracked, monitored and analysed to ensure effectiveness and impact.

How will equipment and facilities, to support pupils with SEND, be secured?

The school buildings at Outwoods Edge are wheelchair accessible. Building changes to the school have been made based on pupils' needs and resources provided for children with physical and medical needs continue also to be provided and evaluated. Disabled changing and toilet facilities are available in the main school building and in the Foundation Stage building. The school has a space for disabled parking.

The school is committed to ensuring that pupils have the right support and liaise with outside agencies to ensure that this is the case. Equipment can be sourced and used from the NHS, Occupational therapy and other means by discussion.

How are pupils with SEND enabled to engage in activities available to their peers without SEND?

Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs. Where appropriate, risk assessments will be completed for children with additional needs to ensure their safety, to allow them to attend external trips. This will be discussed and shared with parents/carers. All of our children have equal access to before school, lunchtime and after school clubs, which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children.

What support is available for improving the emotional and social development of pupils with SEND?

Our school is a safe place for children. Bullying and intolerance are dealt with swiftly and firmly. All staff have a duty of care for the children's safety and well-being. Through our diverse curriculum, which is underpinned by our core values: kindness, honesty, integrity, respect and responsibility, we hope that children will become more mindful, understanding and accepting of differences. Activities to encourage positive personal and social interaction are built into lessons and the wider curriculum through opportunities such as clubs. Where children are struggling with their social, emotional and mental health at school, through teacher referral and parental agreement, children can also access our 'ELSA Support,' the School therapist and may work with our Behaviour Mentor.

If a child is felt to have a social, emotional or mental health need (e.g. difficulties with emotional regulation), a 'Positive Behaviour Plan' can be written. This is shared with the parent/carer and any key adults involved with the child. We understand that all behaviour is a form of communication and particularly where children have SEND, we take time to understand and respond in a restorative way. However, this does not mean that we have less than high

expectations. All children's behaviour is responded to consistently in line with the School Behaviour Policy. A copy is available on the school website or a paper copy can be requested from the school office.

We have a strong wellbeing team which consists of a Behaviour Mentor and a number of Emotional Literacy Support Assistants (ELSAs). Many children access wellbeing support through:

- Morning nurture breakfast club
- Specific social, emotional and mental health related groups and interventions throughout the day
- Lunchtime support in our wellbeing room 'The Treehouse'.

The school council contributes to the development of the school. They meet regularly with a nominated teacher and discuss the concerns raised by fellow pupils or work on specific projects agreed by the group. Children can also contribute to the school's development through pupil interviews and questionnaires that are carried out on a regular basis.

How does the governing body involve other bodies (including health and social services, local authority support services and voluntary organisations) in meeting the needs of these pupils and supporting their families?

Other bodies, agencies and professionals who previously have and who might be involved in meeting the needs of pupils with special educational needs include;

- The school's employed Educational Psychologist
- The local authority's Educational Psychology Service
- The local authority's Autism Outreach Service
- The Learning Support Service
- The Speech and Language Therapy Service
- Consultant Paediatricians
- School nurse
- Ashmount School's Inclusion Service
- Maplewell Hall School's Inclusion Service
- Oakfield Short Stay School's practitioners
- Physiotherapists
- Occupational therapists
- Diana Service nurses

How can I best support my child?

You can support your child by ensuring they get to school on time and that their attendance is good.

By attending parents' evenings and working closely with the school, we can ensure that your child has the best opportunities at school. Please try to attend the 'Meet the Teacher' events that we offer at the beginning of each year. Keep the class teacher informed if you have concerns or anything at home that may impact on your child's behaviour or learning.

We offer workshops and opportunities to come into school at various points in the year so please look at the school website. We are also offering Coffee and Conversation sessions to build relationships between the school and the families of children with SEND and for families to link with others, sharing advice and support. Watch out for invitations to these sessions each half term. .

How will my child be supported if they have a medical and/or mental health issue at Outwoods Edge?

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education.

We work thoroughly with parents and carers to ensure that children with medical and physical needs are fully supported. Hannah Hall is the school's Medical Needs Co-ordinator (MENCo). She oversees children's health and medical needs and liaises closely with children, parents/carers and colleagues in school (including the SENDCo, class teachers and teaching assistants).

Where appropriate a **Health Care Plan** is drawn up. The health care plan is shared with parents and colleagues who will be working with the child.

Medicines can usually be administered in school when signed parental permission has been given. There are nominated first aiders in school. Extra school adult support is allocated as required e.g. for children who require support with their diabetes. The school has specific risk assessments and emergency evacuation plans for pupils with high level physical and medical needs.

Parents and carers are expected to feedback any issues or changes regarding their child's health needs to school staff as required. Outside agencies (e.g. hospitals, physiotherapists, visually impaired and hearing impaired specialists from the Learning Support Service) are consulted as required to ensure that the needs of children with medical and/or physical needs are met. The school encourages frequent liaison to ensure that these high standards are maintained.

Support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014).

Details of support services are available on the local authority's 'Local Offer' website – the website address can be located on the final page of this document. If parents would like help and advice regarding which support services would be beneficial for their child and

themselves and the contacts of various support services, they are welcome to ask the SENDCo and/or arrange an appointment.

We work closely with the local authority to ensure that our school offer of SEND complies with the Code of Practice. The local authority's local offer can be found on their website. Local offer link: www.leicestershire.gov.uk/local-offer

National Autistic Society - www.autism.org.uk

British Dyslexia Association <https://www.bdadyslexia.org.uk/about>

Leicestershire Family Hubs - <https://www.familyhubsleicestershire.org.uk/>

Cerebral Palsy Sport - <https://cpsport.org/sports/>

DS Active (activities for people with Downs Syndrome - <https://www.dsactive.org.uk/near-you/>

Everybody moves - <https://everybodymoves.org.uk/>

Active Charnwood - <https://www.active-charnwood.org/disability-and-inclusion>

Go Learn Leicestershire - <https://www.active-charnwood.org/disability-and-inclusion>

Autism friendly cinema screenings - <https://www.autismfriendly.uk/autism-friendly-screenings/>

Help at home - <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/information-and-support/help-at-home>

Dyslexia support in Leicestershire - <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare/educational-specialist-services/dyslexia-extra-help-for-your-child>

Leicestershire SENDIASS - <https://www.sendiassleicestershire.org.uk/>

Leicestershire EHCP applications - <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/send-service-developments/inclusive-practice-toolkit/education-health-and-care-plan-and-annual-reviews>

What should I do if I have a complaint?

We would encourage parents in the first instance to discuss their concerns with their child's class teacher. However, if the matter is not satisfactorily resolved, they should then make an appointment with the SENDCo, Head Teacher or other member of the Senior Leadership Team. The Chair of Governors is also available to listen to complaints and mediate with school to resolve any issues, as is the SEND Governor. There is a complaints policy in school, in which such procedures are outlined (contact the school office for details).