

SEND Information Report

Linden Primary School



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Linden Primary School
SEND Information Report 2025-2026
(Special Educational Needs and Disabilities)

Welcome to our SEND(Information Report which is part of the Leicester City Local Offer for learners with Special Educational Needs and Disabilities (SEND). This information report is written in conjunction with the SEND Policy. If your child has special educational needs (SEN) and/or a disability and you would like to know more about what we offer at Linden Primary School, please contact the SENCO, Mrs Rajinder Lall through the school office on 0116 273 8435 or email us at office@linden.leicester.sch.uk.

What is the 'Local Offer'?

The Children and Families Bill came into action in 2014. **Local** authorities are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25.

The local authority local offer

Our local authority's local offer is published here:

<https://families.leicester.gov.uk/send-local-offer/>

Below is further guidance and information about what we can offer at Linden Primary School.

1. What should I do if I think my child has special educational needs?

If, at any time you have a concern about your child needing additional help, you should initially contact your child's class teacher/Phase Leader who may suggest a course of action to be taken or have a conversation with the SENCO, if appropriate (Rajinder Lall).

2. How does Linden Primary School know if a child has SEND?

A child has special educational needs (SEND) if he or she has 'greater difficulty in learning than the majority of children of the same age.'

We use our whole school assessment data, consultation with the child and parent to identify need. We further aim to assess each child's current stage of attainment on entry in order to ensure that they build upon the pattern of learning and experiences already established during pre-school education. If the child already has an identified special educational need, this information will be transferred during transition meetings or discussions between the old setting, outside agencies involved and parent/carer.

3. How do you decide how to support my child and how is the decision made about how much support they will receive?

In order to help children who have SEND, we adopt a graduated response that recognise that there is a continuum of special educational needs where increasing specialist expertise may be sought about the difficulties that a child may be experiencing. This may include targeted adult support in class, modified work, intervention or further referral depending on the impact of the steps taken to meet the initial concerns. We follow an 'assess, plan, do and review' model.

4. How do you know if my child is making progress?

The school holds regular Pupil Progress Meetings which track children's achievements and highlights those

whose progress is less than expected.

Expected progress for children with SEND may be defined as progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same baseline but less than that of the majority of peers
- matches or betters the child's previous rate of progress from his/her starting point
- ensures access to the full curriculum and demonstrates an improvement in self-help, social and personal skills.

At whatever stage any child at Linden Primary School is working at, the school continues to monitor and track their progress and where needed implement a programme of support/intervention.

5. How does Linden Primary School let parents know how well their child is doing and how will you help to support learning?

Linden's aim is to provide a service for parents to enable them to play a more active and informed role in their child's education. This may include helping your child with reading and homework, accessing other services to address need and working closely with the class teacher to review smaller steps to success. The school will always tell parents when their child is receiving help for their SEND through a meeting arranged by the class teacher or SENCO. The school will provide information about the LA support services for parents with pupils with SEND. Parents can access SENDIASS Leicester which is an independent service that offers free, confidential and impartial information, advice and support for parents and carers of young people aged 0-25 with special educational needs or disabilities as well as young people themselves

(0116 482 0870/email: info@sendiassleicester.org.uk/ website: <http://sendiassleicester.org.uk/>)

6. How will the school staff support my child and how will the curriculum be matched to my child's needs?

At Linden Primary we use a three-tiered approach to support; this generally signifies the support a child may receive.

- There is high quality differentiated teaching by the class teacher which every child receives. This is characterised by planning which is inclusive to all pupils within the lesson. For some children, it might include working in a group with an adult or having tasks differentiated.
- Some children, who are under-achieving, may receive additional short-term interventions; these pupils may have a gap in their learning or have a specific learning need.
- Occasionally, pupils may receive some 'one-to one' support/intervention over a termly period.

We measure the effectiveness of any support by the progress a child makes during the course of the intervention and through our individualised SEND Progress Trackers for all children on the SEND register. External agency support may be requested for some children.

7. How will my child be included in activities outside the classroom as well as school trips?

Every child, regardless of special educational needs, has the opportunity to take part in outdoor activities including trips.

In some cases, additional health and safety risk assessments may be undertaken where an intensive level of additional adult support is required; We will ensure the venue will be suitable and meet the needs of all pupils before attending the trip. However, if there are additional concerns, then a discussion/meeting with the parents will take place to look for the best possible ways to ensure the child can participate/access the visit fully.

8. What support is there for my child's overall well-being?

The school provides mentoring through our Forest School intervention which supports children's social and emotional wellbeing and is undertaken by experienced and qualified adults. We also have an ELSA (Early Literacy Support Assistant) intervention where more bespoke input over a shorter period of time for a child may be put in place. Regular tracking, review/discussions take place to look at the best way to support children and their families and evaluate the impact of initiatives.

9. What training is in place for staff supporting children with SEND?

Our SENCO is specially trained to support the education of children with additional needs and she regularly attends professional development training and Network meetings to keep informed about new initiatives and legislation. We are fortunate in having very experienced adults, trained to support children with significant long-term difficulties. We make sure that those who deliver intervention programmes or who work closely with children with SEND receive the necessary training to meet needs effectively.

Training includes:

- Autism in Education Level 1 training
- Speech, Language and Communication Difficulties
- Colourful Semantics
- Attachment Training (Social, Emotional Mental Health)
- Pastoral Support/Mentoring
- Better Reading Partnerships
- Inference
- Speed Up
- ELSA (Early Literacy Support Assistant- emotional needs)
- Social Stories
- Forest School (Qualified member of staff)
- Interactive Play Therapy
- Objects of Reference
- PECS (picture exchange system)
- Fun Time (social interaction and communication)
- Adrenaline Autoinjector (Anaphylaxis) – Care plans issues by the NHS

Staff, who work with children with specific medical needs, receive training which includes the administering of medication. Additional meetings with health professionals take place to support the completion of medical care plans.

10. What services are available through school?

Depending on a child's individual needs, we will seek advice from, or liaise with, professionals from a range of outside agencies.

- Vision/Hearing Support Team
- Speech and Language Therapy Service
- Education Psychologist
- Social and Emotional Mental Health Team
- Occupational and Physiotherapy services
- Learning, Communication Interaction Team/Autism Team
- Social Care and Safeguarding
- Medical –referrals to paediatrician
- Link School Nurse/ health professionals
- Education Welfare Officer
- Bereavement Services
- CAMHS (Child and Adolescent Mental Health Service)

If parents are seeking additional support and services for their child, the SENCO and school office has access to a number of organisations which may be helpful.

11. How accessible is the school environment?

The school is on two levels. The school has a lift in our Key Stage 2 area. All stairs are highlighted. We have two medicals rooms (KS1/KS2) which includes changing facilities and disabled toilets and equipment for specific needs. Please refer to the Accessibility Plan which shows our access arrangements in more detail.

12. How are parents involved in the school? How can I get involved?

Parents are invited to be actively involved in supporting their child, through parents' evenings, through dialogue with the SENCO, class teacher and key individuals who are working with children on a regular basis. We also hold parent workshops throughout the year where parents can get involved in their child's learning.

13. How will Linden prepare and support my child when they are new to the school?

All new children and families will be offered a tour of the school opportunity to meet their new class teacher. Additional meetings will be held with key staff, if additional needs or circumstances are raised by families. The school will carry out an initial assessment for new children to the school and needs will be identified and addressed in class.

On entry:

- The school has Open Days for parents
- Parents/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- The Early Years Team make visits all children in their pre-school or home setting during the year.
- Where concerns are made, the SENDCo will also visit the setting and a Person-Centred Review meeting will be held. In some circumstances individual arrangements may be made for starting school.
- Children start mornings or afternoons(Nursery) only and are introduced to lunchtime before staying full time.

14. How will Linden prepare and support my child to transfer to the next stage of education?

When a child is ready to move schools the SENDCOs from both schools have a conversation to plan for children with additional needs and a review meeting may take place for children for whom this change may potentially be difficult. Records will be requested by the new school. Secondary schools differ in their styles of transition, but may include a series of ‘taster sessions’ during the school day or special days to help familiarise pupils with the many new aspects of school they are likely to experience. All school records are sent to the Secondary School in the new term so that support can be in place accordingly.

15. How are the school’s resources allocated and matched to children’s special educational needs?

Communication and Interaction

	Area of Need	Provision Available	Criteria could include
Communication and Interaction Needs	<p><i>Speech and Language Difficulties</i></p> <ul style="list-style-type: none"> • Developmental Language Delay • Developmental Language Disorder • Phonological/Severe Pronunciation Problems • Expressive language Difficulties • Receptive Language/Language Comprehension Difficulties 	<ul style="list-style-type: none"> • Access to support and advice from Little Wandle colleagues trained in delivering this programme across the school. • Individualised Speech and Language Programmes delivered in conjunction with the Speech and Language Therapist • Colourful Semantics programme • PECs(Picture Exchange System) • Objects of Reference 	<ul style="list-style-type: none"> • Non verbal pupils • Speech that is difficult to understand or unclear • May struggle to say words or sentences • May not understand words that are being used • May have difficulties knowing how to talk and listen to others • Reluctant speakers • Diagnosis from a Speech and Language Therapist (this can be achieved through ‘screening’).

	<p>Autistic Spectrum Disorder</p> <p><i>Disorders on the Autistic Continuum</i></p> <ul style="list-style-type: none"> • Autism • Semantic/Pragmatic Disorder • Impaired Social Awareness • Impaired Social Communication • Impairment of Imagination 	<ul style="list-style-type: none"> • All staff trained in Autism (Autism in Education, Level 1/Autism Awareness). Additional qualifications held by individual staff members. • Attention Autism trained adult • Trained and experienced support assistants to fulfil recommendations of Statutory Assessment/Education Health Care Plan • Support and advice from LA and Specialist Centre who have expertise in ASD • Social Stories • Visual Timetables/Task Plans/Now and Next boards • Access to the Educational Psychologist where other external agencies are already involved 	<ul style="list-style-type: none"> • Takes language literally • Finds social situations difficult • Unable to read body language of others • Poor imagination skills • Medical diagnosis of ASD (this can only be made by a qualified paediatrician)
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Cognition and Learning

	Area of Need	Provision Available	Criteria could include
Cognition and Learning	Mild and Moderate learning Difficulties	<ul style="list-style-type: none"> • Interventions – group and individual support • Access through targeted support through key staff in school/small group • Colourful Semantics • Task Box Intervention • Phonics Intervention • Language for 	<ul style="list-style-type: none"> • Parents, teacher and/or pupils identify concerns about the child's ability to access certain aspects of the curriculum where normal interventions and/or differentiation have proved unsuccessful

Needs		thinking(comprehension)	<ul style="list-style-type: none"> • Outside agencies may be involved • Lower than expected progress is made despite quality first teaching and significant interventions
	Specific learning Needs (e.g. dyslexia and dyspraxia)	<ul style="list-style-type: none"> • Screening Programme and further assessment by Leicester City Council Language, Communication and Interaction Team to devise a bespoke programme of study • Access to the educational Psychologist. • Specialised programme that develops co-ordination – gross and fine motor skills in conjunction with the Occupational Therapist 	<ul style="list-style-type: none"> • The school will act according to LA guidelines

Social, Emotional and Mental Health Needs

Area of Need		Provision Available	Criteria could include
	Social Emotional and Mental Wellbeing	<ul style="list-style-type: none"> • Attachment Friendly Approaches • Trained ELSA (Early Literacy Support Assistant) • Forest School Intervention • Team Teach –de-escalation approaches • Access to CAMHS (Child and Adolescent Mental Health Service) through the Education, Health assessment dependent on meeting their criteria • Worry boxes – KS1 and 2 • Meet and greet -start and end of the day support • Mentoring Support (Social Skills Group) • Fun Time/ Play Interaction • Joined up working with Social Care and other outside agencies dependent on need and meeting that agencies access criteria. 	<ul style="list-style-type: none"> • Children are displaying extreme behaviours which are preventing them from accessing the curriculum and impeding their ability to learn and make progress • Poor self-esteem/self worth • Eating disorders • Poor control over own emotions/self-regulation • Concerns are raised by parents, pupils and/or teaching staff regarding children’s social interaction/safety and well-being

Sensory and Physical Needs

Area of Need		Provision Available	Criteria could include
Sensory and Physical Needs	Hearing difficulties	<ul style="list-style-type: none"> • Access to LA Hearing Support Team • Adaptations in class 	<ul style="list-style-type: none"> • Education, Health Care Plan where Profound, Severe or moderate loss is the primary disability. • Hearing Aids/Grommets
	Visual difficulties	<ul style="list-style-type: none"> • Access to specialist Teacher for the Vision Support Team • Reasonable adjustments will be made through recommendations from medical professionals • Signposting more specialist services 	<ul style="list-style-type: none"> • Identified visual impairment other than that which can be remedied using just glasses which impacts on rate of progress

	Multi-sensory difficulties	<ul style="list-style-type: none"> • Risk assessment and additional support provision as identified • Reasonable adjustments will be made through recommendations from medical professionals 	<ul style="list-style-type: none"> • Identified through medical assessment by a paediatrician
	Physical difficulties	<ul style="list-style-type: none"> • Disabled toilet x 2 • Reasonable physical adjustments and equipment • Access to support and advice from Physiotherapist and Occupational Therapist as required 	<ul style="list-style-type: none"> • Identified physical impairment requiring short- or long-term medical intervention and support

Medical

Area of Need		Provision Available	Criteria could include
Medical	This can encompass many areas and will be dependent on the needs of the individual child. Medical needs will need to impact on learning for a child to be placed on the SEND register.	<ul style="list-style-type: none"> • Specialist support as needed • First Aid Trained Staff • Diana Team/LA – Trained staff • Allergy nurses -advice • Access to specialist medical professionals • Access to school nursing/health services • Individualised Care Plans/Procedures • Medical Room • Secure storage for medication • Reasonable adjustments will be made through recommendations from medical professionals 	<ul style="list-style-type: none"> • Medical need requiring short- or long-term care/intervention

16. What should I do if I have a concern?

If you are worried about the way we support your child, we would encourage you to initially have a conversation with the class teacher, Phase Leaders, SENCO or Head teacher. It is often reassurance that is needed and a conversation is usually sufficient to address this. However, if parents wish to take a matter further, please follow the complaints procedures of which a copy can be found on our school website.

