Stronger Together

BRADGATE
Education Partnership

Eastfield Primary School

SEN Information Report

Approved by: Trust Board: September 2026
Report produced by: Kate Brown
Review Date: September 2027

Ambitious
Collaborative
Ethical

This Information Report has been prepared by Kate Brown and approved by the Board of Trustees on 16th September 2026 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 Eastfield Primary School, we endeavour to support all 4 categories of need as described in the SEND Code of Practice (2015). These are broadly defined as: • Communication and Interaction (E.g. Speech and language difficulties, ASD) • Social, Emotional and Mental Health (E.g. Low mood, anxiety) • Cognition and Learning (E.g. Processing difficulties, specific learning difficulties, global learning delay) • Physical, Medical and/or Sensory. (E.g. Sensory processing difficulties, visual and hearing impairment) Please note that the examples that have been mentioned above are not an exhaustive list of the needs that are supported. ADHD has not been assigned to a particular category due to the range in presentation and how it impacts a child.
The school identifies and assesses SEND by:	We are a mainstream school with a commitment to inclusive practice and children's wellbeing. We recognise that children learn at different rates and that there are many factors affecting achievement.

	<u>Early identification</u> At Eastfield Primary 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. We regularly track and monitor pupils' progress. If there were 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. <u>Raising concerns</u> Along with pupil tracking, monitoring and teacher observations, any of the following can trigger a concern: • Parent/carer • 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/KS2 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.

	We use a range of school assessments 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 are identified when, despite receiving differentiated learning opportunities, they: • Make little or no progress when teaching approaches are targeted particularly in a child's area of identified weakness • Show signs of difficulty in developing skills which result in poor attainment in some curriculum areas • Present persistent emotional or social 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 a communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

	The class teacher and SENDCo will communicate closely in order to provide a targeted approach to supporting your child with any difficulties.
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:	Kate Brown kbrown@eastfield.bepschools.org
The school's staff have been trained and have expertise in the following areas:	We believe that at Eastfield Primary School, SEND is the responsibility of everyone, and supporting our learnings with additional needs is a priority for all. All Teachers are Teachers of SEND. Training needs are identified by staff themselves, by the SENDCo and Senior Leadership Team. Furthermore, we take a proactive approach to ensure that we seek support, guidance and training from outside agencies in order to meet the needs and medical needs of the children coming to our School. This is an ongoing process throughout the academic year. The SENDCo regularly attends Trust led meetings, participates in Trust led SEND focus and support forums as well as SENCO-net meetings to keep up to date with local and national developments, and to share best practice. As a School, we are fortunate enough to work alongside a number of outside agencies to ensure we can support the needs of our children. These include: • *Community Paediatrics*

	• *Leicestershire/Leicester Educational Psychology Service* • *Specialist teaching service* • *Autism Outreach* • *Early Years SEND Inclusion Team* • *Early help practitioners* • *Jasper Service* • *Laura Centre* • *Social Services* • *SENA and SENDIAS* • *Area Special School outreach support* • *Oakfield Inclusion* **Please note this list is not exhaustive.** Kate Brown has gained the National Award for Special Educational Needs Co-ordination.
The school will secure equipment and facilities for pupils with SEND by:	At Eastfield Primary School, an inclusive learning environment for all is what we strive for. We regularly audit our learning environments to ensure they are accessible as possible, and meet and support the needs of our children. Many of our children have outside agency support, and we liaise closely with these services to ensure that any adaptations and/or equipment is sought and embedded

	into our provision. If, however, this required further investment, we would pursue an application for SENIF (SEN Intervention Funding), or an EHCNA (Education, Health, Care Needs Assessment) in order to purchase specific equipment linked to a child's needs.

The school aims to involve the parents/carers and pupils with SEND and will do so by:	Communication with our Parents and Carers who have children with SEND is of paramount importance. We understand that supporting a child with additional needs can be very isolating, and the waiting lists for services and support can be very frustrating and debilitating for families. We encourage an open-door policy between parents/carers and Teachers. Teachers will liaise with the SENDCo regularly. Parents and carers can also contact the SENDCo directly, either by email or contacting the office for a call back. The SENDCo is also on the gate on a Tuesday and Thursday morning for any informal queries or concerns. This year, we are excited to further develop our support for pupils' emotional wellbeing and self-regulation. In partnership with our link Educational Psychologist, we hope to facilitate a series of parent support sessions for families across both our pre-school and primary school communities. These sessions will focus on developing a greater understanding of emotional regulation and will provide parents and carers with practical strategies and techniques to support their children's emotional development both at home and in school. By working together, we aim to strengthen the consistency of support that children receive across different environments. We are continually seeking opportunities to enhance the support available to our families and the wider community. We recognise that a child's wellbeing has a significant impact on the family as a whole, and we are committed to providing guidance, resources, and collaborative support that promote positive outcomes for all. For our children on the SEND register, they have a "one page profile." These profiles are like a pupil passport, which not only has specific areas of development, but takes a pupil-centred approach to supporting our children. This will help to ensure that adults supporting our SEND children have a good understanding of how best to support them, as well as what to avoid. These are completed in conjunction with the child, Teacher, SENDCo and Parents and carers. These will be reviewed at least 3 times a year. Please note, that these pupil

	passports are a working document, and can be reviewed at any time.
Any concerns or complaints raised by a parent/carer of a pupil with SEND will be dealt with by the school by:	If you have any concerns, we would always urge you to come and speak to either the Head teacher or SENDCo as soon as possible. To make a complaint, please click here.

The school works with other agencies to support school with SEND and their families by:	Some outside agencies may require a referral to be made in order to access and obtain support. These agencies include:
	
	• Community Paediatrics
	• Leicestershire/Leicester Educational Psychology Service
	• Healthy Together (Previously known as the School nursing service)
	• Specialist teaching service
	• Autism Outreach
	• Early Years SEND Inclusion Team
	• Laura Centre
	• Social Services
	• Mental Health Support team (MHST)
	• Area Special School outreach support
	• Oakfield Inclusion
	• Early help – family support.
	  ○ *Leicestershire Further information*
	  ○ *Leicester City Further information*

	Please note this list is not exhaustive. If you wish to seek further support, please contact the Office team in order for us to support you with this.
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:	SENDIASS Leicestershire Click here SENDIASS Leicester City Click here SEND Station – Advice and resources for a range of SEND Click here Additional support and advice is often published in our weekly newsletter. "Leicestershire Local Offer" Facebook page also provides regular updates about a range of inclusive events and services.
The school works on transition arrangements for pupils joining or leaving the school by:	If a child has been identified as having an additional need and they are leaving our setting, we liaise closely with the next School. This may involve supporting transitional visits, meet with the next School and communicate directly with the SENDCo to ensure good practice and advice has been shared. For children joining our School, it is crucial for us to have an accurate and detailed picture of a child's needs in order for us to ensure our provision is able to meet a child's needs successfully. This includes liaising with services and agencies who are involved with the child's provision, or who has previously supported. Parents and children are always encouraged to visit the School to ensure that they are aware of the building and to talk about their child's presentation and journey so far. We understand that the transitions for children with SEND can be a very challenging and unsettling time.
The Local Offer produced by Leicestershire Local Authority is available at:	https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability