Stronger Together

BRADGATE
Education Partnership

SEN Information Report

Approved by: Trust Board
Report produced by: Laura Barker
Review Date: September 2027

Ambitious
Collaborative
Ethical

This Information Report has been prepared by Miss Laura Barker at Mountfields Lodge School and approved by the Board of Trustees on … 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	Mountfields Lodge are committed to working with all children that have additional needs.
The school identifies and assesses SEND by:	Meeting the needs of our children in our school is the responsibility of Class Teachers and this is overseen by the Senior Leadership Team (SLT) and the SENCo. In school, we assess all children, plan their next steps and deliver them as part of our quality first teaching. Sometimes children may not progress as expected and for those children we look closer at why. We ask parents to help us; we discuss our concerns and seek their opinions too. They may be observed/ and or formally assessed by the SENCO at this stage. If needed, we create an individual plan and follow this for a period before evaluating the impact (normally termly). We may need to repeat this cycle. It may be that we need to bring in specialists to help us to look closer at the child's needs e.g. a speech and language therapist, or an educational psychologist. The Class Teachers, Special Educational Needs Co-ordinator work alongside parents/carers as part of this process. If, despite this additional support, the children do not make expected progress then we may look at moving them onto the SEN register and look to support them with more structured support. They may need an Individual Support Plan writing for them which pulls together all the advice from

	professionals and helps us to focus and monitor their support over time. For significant needs, the school can use the Individual 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 needs to be met for this additional funding to be agreed upon. Children with significant needs that are both long term and 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. Parents can request - independently from school - that a Statutory Assessment is undertaken and this can be requested online Assessment of SEN (SENA) | Leicestershire County Council Professional Services Portal). Further support and information can be found by emailing SENA (senaservice@leics.gov.uk).
The school supports SEND in accordance with its policy framework which is set out at:	This SEN 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 • SEND Policy • Accessibility Plan • Teachers' Standards (updated 2021) • Equality Information and Objectives These policies set out the academy's 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; and • Evaluating the effectiveness of our provision for our children with SEND.
The school's SENCO's details are:	Miss Laura Barker 01509 214119 laurabarker@mountfields.bepschools.org
The school's staff have been trained and have expertise in the following areas:	• Autistic Spectrum Conditions • Sensory needs • Emotional needs • Behavioural needs • Attention Deficit with or without Hyperactivity • Downs Syndrome • Dyslexia • Visual impairments • Hearing impairments • Physical impairments • Cystic Fibrosis • Diabetes

	• Epilepsy • Speech and language difficulties • Attachment and Trauma • Asthma • Anaphylaxis
The school will secure equipment and facilities for pupils with SEND by:	Our school is accessible both indoors and outdoors. The following building modifications have been made; wheelchair access ramps, flat surface entry to most doorways and highlighter strips at specific exit points. Each Key Stage has access to hard surfaced playgrounds which means they are accessible to wheelchairs and children using mobility aids. Equipment is available to support identified needs, for example, children may need specialist seating or writing slopes. We engage the support of the Occupational Therapy service to support us to ensure we have the right equipment for the children in our school. The SENCo holds a budget to ensure the equipment needed is available. We regularly risk assess the school and some of our children take part in this process to help guide us to see the school through their own individual needs. We have a Health and Safety Committee that meets regularly to discuss accessibility and safety. We have an accessibility plan.

The school aims to involve the parents/ carers and pupils with SEND and will do so by:	All parents are invited to meet with teachers twice a year and a formal report is written once a year. In addition, children with EHCPs have an annual review meeting with the SENCo, and children with identified SEND who hold an Individual Support Plan or an EHCP have the opportunity to meet their child's class teacher termly to review their targets.
Any concerns or complaints raised by a parent/carer of a pupil with SEND will be dealt with by the school by:	In the first instance, parents are encouraged to talk with their children's Class Techer, the Senior Management Team or/ and the SENCO. Parents who are concerned about any aspect of the school's work in respect of a pupil with Special Educational Needs are invited to follow the guidelines as set out in the complaints policy here.
The school works with other agencies to support children with SEND and their families by:	Agencies that we work with regularly, or with whom we have access to support are listed below; • Specialist Teaching Service - Autism Outreach - Attendance at Annual Reviews, Initial parent meetings, training for staff, Communication and Interaction surgeries as well as case load meetings • Specialist Teaching Service - Hearing and vision support – attendance at Annual Reviews, in school support, direct work with children and technology support • Specialist Teaching Service - dyslexia and mathematic needs – termly support of cases and general provision • Educational Psychologists – as part of a Statutory Assessment as well as to support learning in school and providing supervision to our ELSA

	• SENA – Assessment of SEN – funding for additional needs in school • SENDIASS – Parent support – attendance at school meetings to support parents • SALT - Speech and Language Therapists – attendance at Annual Reviews, therapy sessions in school and in clinic • Behaviour Support - Oakfields School – Both in school support and virtually • Outreach Support from Ashmount school – in school support • Family help services to support parents in their home settings • Inclusion Team - supporting access to school • Attendance officer - to support and improve attendance
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:	info@sendiassleicestershire.org.uk https://sendiassleicestershire.org.uk/ 0116 305 5614
The school works on transition arrangements for pupils joining or leaving the school by:	All transitions are well planned for. Please see our Transition Policy. Pupils entering into our EYFS are invited to transition days in school with and without their families. Parents/ carers are invited to an information evening prior to the children starting. Where possible, EYFS staff and the SENCo visit children in their pre-school settings. 1:1 meetings are offered to all parent/ carers as the children start school to ensure transition information is shared. For children with identified SEND the SENCO works alongside the pre-

	school prior to the children starting school. Transitions are flexible depending on the needs of the children. Transition documents will be provided as children move from class to class and phase to phase. Parents/carers always have the opportunity to meet the new teacher and class staff. Children with identified needs have a profile that moves with them which clearly outlines their needs. Children with additional needs may also spend some time transitioning to their new class in the term before a move. They will also be given transition documents (timetables and a photo book) to help them further if required. All children will receive a transition document on their transition day to their new class in the summer term. The SENCo alongside the Year 6 staff, support each child transitioning to secondary school and will meet with year 7 staff and tutors. Transitions are individual to our children's needs. Parents are encouraged to book appointments with secondary SENCOs in addition to these meetings. When the child is due to transfer schools, all the documentation will be transferred to the receiving school. This may be when the family move to a new area, the child is moving to a new phase of education or the child needs a different school to carry out the recommended actions in an Education Health and Care Plan. If a child has an EHC Plan, the new school will need to be named in a Transition Review before the transfer takes place (this would normally take place before the October half term in their last year with us). Parents would also need to follow the Local Authority's standard secondary application process too.

The Local Offer produced by Leicestershire Local Authority is available at:	The Local Offer aims to bring together useful information across education, health and social care into one place. You'll find information, advice and guidance on a range of local service providers who support children or young people with special educational needs and disabilities (SEND).