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**Believe, Achieve, Succeed**

# Special Educational Needs (SEN) Information Report Policy

## This is a statutory policy

| Policy Background | |
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| **Author** | Keely Nugent |
| **Date** | June 2024 |
| **Revised** | June 2025 |
| **Version** | Two |
| **Reviewed** | Yearly |
| **Date of next Review** | June 2027 |
| **Approval by** | Governors |
| **Audience** | Staff and Parents/Carers |
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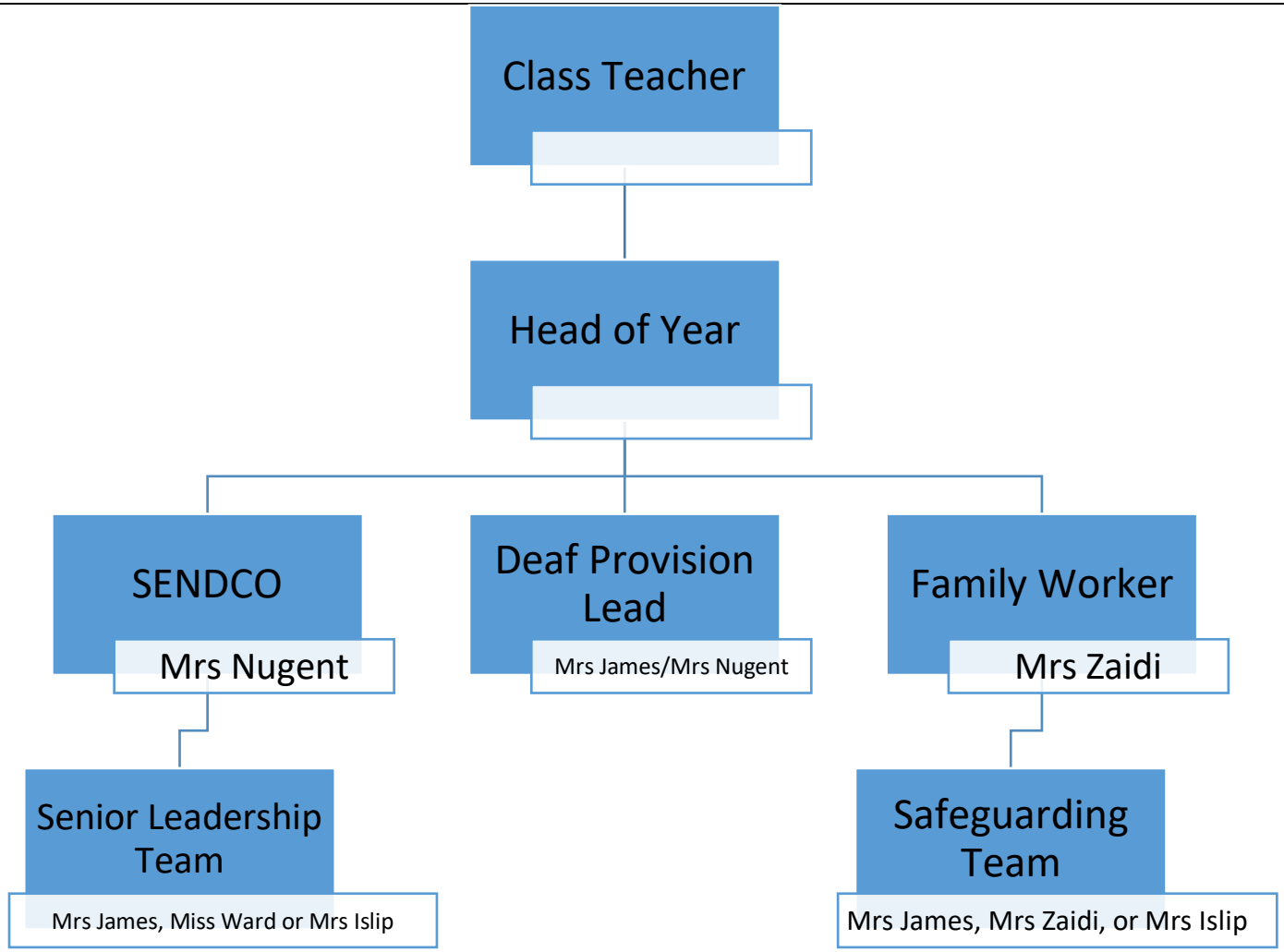
At Icknield Primary school we believe in developing confident, motivated and resilient learners who flourish into well-educated citizens, including those who may, on occasions or permanently, require interventions and additional services.

*This annual report has been produced in the context of Schedule 1 Regulation 51 of the SEND Regulations 2014 and the Code of Practice 2014 and Equalities Act 2010.*

**If I have a concern about my child, who can I speak to? Academic Year 2025-2026**



**Support for Pupils with SEND**

At Icknield Primary we create and support appropriate provision for a range of special educational needs and disabilities. These needs are met at a school level (SEN Support) or through an Education, Health and Care Plan (EHCP) as appropriate. Children and young people's SEND are generally thought of in the following four broad areas of need as identified in the SEND Code of Practice (2015):

| Cognition and Learning | Communication and Interaction |
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| Scaffolding<br>Retrieval practise<br>Memory aids inc. alphabet strips, sounds mats, number squares<br>Planning tools inc. mind maps, word maps, work schedule<br>Evidence based interventions<br>Simple changes to font, line spacing, use of technology<br>Backwards chaining<br>Chunking and break down tasks into smaller steps<br>Work station<br>Teach the concept of 'start' and 'finish' explicitly | Model language – reflect back correctly<br>Visual prompts inc. now and next, visual timetables.<br>Adapt use of language inc. simple choices, reduce complexity and sentence length<br>Modelling/Role play<br>Symbols, Sign, PECS<br>Backwards chaining<br>Chunking and break down tasks into smaller steps<br>Work station<br>Teach the concept of 'start' and 'finish' explicitly |
| **Physical and Sensory** | **Social, Emotional and Mental Health** |
| Appropriate seating and visual materials<br>Use preferred communication style of the child<br>Repeat/rephrase comments by peers.<br>Encourage good listening behaviour.<br>Provide physical activities for fine and gross motor skills e.g. play dough, pincher grip activities, throwing, catching<br>Pencil grips, writing slopes<br>Provide sequencing and organisational skills inc. visual timetables, writing frames, now and next boards<br>Consider lighting and position<br>Use auditory reinforcement (VI)<br>Provide an uncluttered space<br>Share strategies with professionals (physio, OT, EP)<br>Sensory intervention space | Explicit teaching of expectations<br>Establish the interests of the child<br>Identify triggers through informal observation, frequency observation, small group work<br>Collaborate with home<br>Consistent but flexible approach.<br>Log and analyse patterns or trends<br>Structure and routine<br>Nurtured Heart approach<br>Reasonable adjustments to behaviour policies<br>Model appropriate emotional responses<br>Positive reinforcement of expectations through verbal scripts and visual prompts<br>Emotional literacy support (ELSA) |

Pupils are supported in a variety of ways both inside and out of the classroom including in-class support, small group work and large group work. This support is provided by class teachers, Teaching Assistants (TAs), and Educational Communicators (ECs) for those children within Icknield Deaf Provision(IDP). The school buy-in a speech and language



sing up Gold Award
Healthy Schools
Artsmark Silver Award Awarded by Arts Council England

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| | therapy package through Magic Words Therapy. These interventions are monitored, and impact is reviewed by the staff delivering the intervention alongside the SENDCo.<br>There are a variety of professionals the school can enlist to provide further strategies and intervention with parental consent. Parents will be a vital part of this process and their views will be sought.<br>The School's SENCo is responsible for making sure pupils' needs are appropriately met.<br>Families are supported in various ways: by phone calls home as often as required, email contact with parents/carers and by face-to-face meetings. Pupils are given access to appropriate resources via the school website if they are not able to be in school. Some children and families access therapeutic work such as Speech and Language intervention. This is completed according to Icknield Primary School and Magic Words Therapy protocols. Parents and pupils are also supported by specialist teachers, the SENDCo and Family Worker with specialist resources, individual and personalised learning plans. Teachers of Deaf Children & Young People (ToD) support parents, pupils and teachers of deaf children within the school.<br>EHCPS reviews have been held face to face and paperwork submitted to the LA in appropriate time frames and all stakeholders participated.<br>Some children require additional support or a more personalised approach. The school supports children, parents and staff to provide this through external agency support such as consultations with the Educational Psychology Service, the Special Educational Needs Advisory service, including the ASD team or through Luton Primary SEMH (social emotional mental health) service.<br>Some pupils may require outward referrals for further assessment through health professionals. Those may include, but are not limited to, occupational therapy, physiotherapy, community paediatrics and speech and language therapy.<br>For pupils for whom there is a possibility of autism spectrum condition (ASC or ASD) or attention deficit disorders (ADD or ADHD), the SENDCo and parents may complete an Early Concerns assessment as part of Luton's new neurodiversity pathway.<br>Five members of the mainstream school are 'Elklan' qualified in supporting speech, language and communication with 5 - 11 year olds. This support is overseen by the allocated speech therapist from Magic Words, and the link therapist from the NHS Speech and Language service. A package of support is written and provided to the school, which staff then deliver. This may be reviewed termly, 6 monthly or annually, depending on the level of need. |



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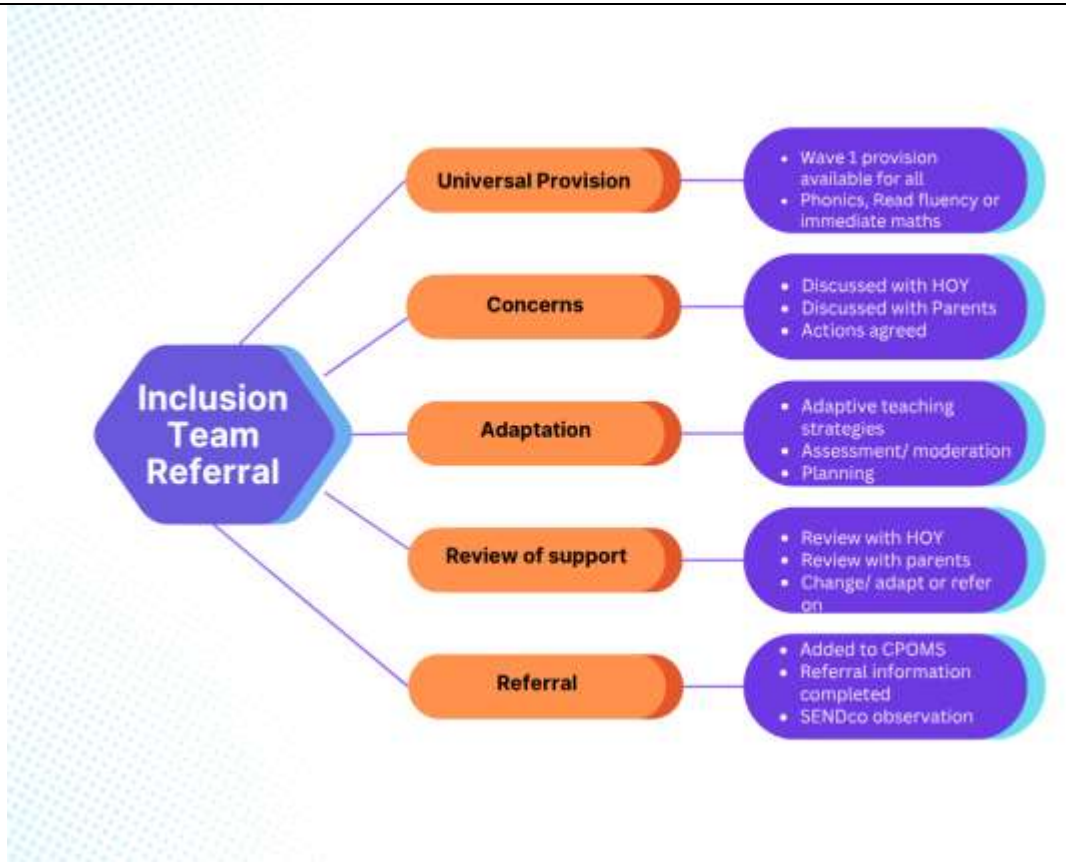


Support happens across the school based on need. Concerns can be raised by parents or class teachers and this will be referred to the SENDCo via CPOMS. This flow chart shows the process of referral and assessment in school for children that are not making the expected progress despite quality first teaching. This process has been reviewed and further developed leading to a revised and speedier system due to roll out in September 2026.

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| **Informing Parents of Pupil Progress** | Parents/carers are given the opportunity to discuss their concerns with the class teacher at parent evenings and annual reviews. Parents are also able to book appointments with class teachers throughout the school year. This is also applicable for the SENDCo; parents/carers are able to book appointments with the SENDCo throughout the school year, via the school office. The SENDCo is also available to talk to parents/carers during the organised parent evenings. The SENDCo provides an open-door policy and will meet with parents at the earliest possible convenience.<br><br>The progress made by individual children is explained through face-to-face consultations and through reports to parents.<br>Some SEND pupils have a pupil passport that sets out how best to provide support for the pupil. The class teacher, who may seek advice from the SENDCo, will write this. The pupil passport contains: |

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| | • The pupil's likes and dislikes<br>• The things that may be a barrier to their learning<br>• Teaching strategies to be used<br>• Review date<br><br>Where appropriate, learning targets will be set with the child and parental contribution. These are communicated to pupils, parents and staff. Pupils with an Educational Health Care Plan (EHCP) have a yearly review meeting where professionals meet with parents and the pupil to discuss progress and overarching appropriate next steps.<br>Where pupils do not have a learning plan, but are on the SEND list (SEND support K), targets are set through usual classroom assessment and pupils' may have a pupil passport. This is currently in development in consultation with staff, the educational psychology service and the ASD advisory team. For some pupils, targets will be set as part of the Early Concerns assessment. This is reviewed 6 weekly or as required. |
| **Provision and Evaluating its Effectiveness** | When a pupils' data shows that they are making progress relative to their starting point, then they will be removed from the SEND register and monitored for two terms to make sure this progress is sustained. This is in the form of data harvest and individual teacher feedback.<br>When a pupil does not make progress despite support and intervention being put in place, outside professionals are consulted for further strategies to be implemented. If these are implemented and then assessed as having no impact the SENCo will collate evidence and make an application to the Local Authority for an EHC needs assessment (EHCNA).<br>The School identifies pupils through a variety of assessments including prior assessments, Cognitive Profiling System (COPS or LASS), receptive and expressive language assessments. This data is used in conjunction with staff observations and data. This data is regularly reviewed when a pupil is on the SEND register and responded to accordingly.<br>The school has evaluated provision through an audit with an external partner and continues to review developments following this. There is a rolling 3-year plan of development to ensure that areas of improvement identified through the audit continue to be a focus. Provision Map ™ by Edukey has been purchased and the implementation stage of this has been completed. This will continue through the next year and with associated staff training, will begin to ensure a more rigorous approach to mapping and reviewing provision for all pupils whether they had an identified SEND or not. The individual pupil support and intervention will be assessed on the principle of Assess, Plan, Do, Review.<br>In some instances, strategies and interventions implemented around the mainstream curriculum are not enough. This will mean responding to pupil needs, looking at curriculum content and delivery, creating a bespoke programme. This will be completed in consultation with outside professionals with the pupils' needs put at the forefront of their educational experience. In these instances, a member of the support team in liaison with the class teacher and |

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| | SENDCo will act as advocate for the pupil and a link between pupil, parent and outside agencies. The SENCo holds the overview of this and it is monitored through inclusion team meetings and supervision with the educational psychologist.<br>In most instances SEND pupils' needs are met within the classroom with teachers delivering 'quality first teaching', adapting and differentiating through resourcing and teaching approach. |
| **Ensuring opportunities for pupils with SEND** | All staff are aware of the Equality Act 2010 and all reasonable adjustments are made to make sure that pupils are not treated any more or less favourably than the rest of their cohort. Every effort is made to facilitate equitable learning opportunities for all. Resources and equipment are purchased or hired depending on individual need. |
| **Transition** | The School makes contact in the summer term with feeder nurseries to identify pupils with SEND. In cases where pupils have EHC Plans, this may be earlier and in liaison with the local authority. The SENCo visits the feeder nursery to put a transition plan in place. At the designated stay and play sessions, the SENCo or members of SLT will be present to make themselves available to the parents of all pupils. Pupils' progress will be monitored when they begin reception to make sure they have settled into the school well.<br>Pupils admitted to the school when not in a typical transition stage will have their needs assessed by liaison with previous school and individual assessments in class (as all other pupils) and the SENCo will become involved based on information from this process and any other relevant sources such as a previous school or outside agencies. Concerns can be raised by a class teacher at this stage and pupils will be assessed accordingly by the SENDCo should this be required.<br><br>The school is working to strengthen transition procedures with nurseries and the local authority to ensure that special educational needs are identified early so that no child is without the right support at the beginning of their formal school career. |
| **Ensuring the wellbeing of pupils with SEND** | All staff are responsible for pupil well-being and this falls under the wider category of safeguarding. Our PSHCE Curriculum is well-planned to ensure that pupils receive a well-rounded and holistic education. Relationships and Health Education is incorporated into the PSHCE curriculum and all pupils are supported to access these lessons. Where special arrangements are needed, this is put in place by the SENDCO – for example, some pupils have needed an adapted curriculum or a different strategy for them to access particular aspects of the curriculum. Class teachers know to approach the SENDCO with any concerns and this is logged on CPOMS, with actions followed up. At Icknield, we have also adapted our PSHCE curriculum further to include British Sign Language and Deaf Awareness as a core aspect of the curriculum for all pupils because of the context of our setting having a deaf provision. This |

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| | approach includes all pupils and helps to support the inclusion of our deaf pupils and improves their self-esteem and well-being, as well as working towards ensuring that all pupils can communicate effectively with deaf students.<br>Class teachers are first points of contact for pupils. They are responsible for pupils' pastoral support; they track pupil progress and monitor their attendance. Heads of year support the class teachers with the pastoral and academic tracking of pupils in their year group.<br>Pupils can receive additional support for their learning at lunch time and after school. Members of staff are on duty around the school every break and lunch time to ensure a point of contact for all pupils. For some pupils with significant SEND, break and lunch time supervision is organised so that they have a higher level of pupil to staff ratio support. For those pupils who need support in a medical capacity, the school ensures that staff are trained in first aid (paediatric first aid), who can respond to medical emergencies, monitor the administration of medication, and respond to care plans. Key members of staff are also trained in administering insulin, blood sugar monitoring, epi-pens and epilepsy support, all of which is updated regularly.<br>Pupils who experience extensive social, emotional and mental health issues resulting in behavioural problems are monitored through the whole school behaviour policy. Should greater support be required their needs are discussed in conjunction with parents with class teachers, head or year or family worker, Mrs Zaidi. From these meetings, several outcomes are possible:<br>● Pastoral Support Plan<br>● Risk assessment<br>● Behaviour contract<br>● Intervention from outside agencies within school<br>● Intervention from outside agencies outside school<br>● Outside educational providers<br><br>Pupils highlighted with a significant social, emotional or mental health need will be referred to Mrs Nugent and Mrs Zaidi. This will trigger relevant observation and assessment that is monitored through the inclusion team. This is reviewed weekly where required.<br>From this it may be decided to monitor the pupil for a half term, refer to an external agency (such as CHUMS, CAMHS or Greenhouse Mentoring) or to add to the intervention timetable in school.<br><br>Currently three, members of the teaching support staff have successfully completed training as an ELSA – Emotional Literacy Support Assistant – and can support with targeted interventions for children that require social or emotional support. Due to the rising need in this area, children may be added to a waiting list for this support. Three members |

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| | of staff have successfully passed updated epilepsy training. This training will be refreshed yearly and further staff trained for the subsequent academic year 2026-27. |
| **External Support Services liaising with school** | Parents and school staff work together with external agencies to support pupils in the most appropriate way. This is determined through a variety of means including, observations, discussion, reports, phone calls and meetings. At every point the pupils and parents' views will be taken into consideration.<br>The following outside professionals regularly work with school to facilitate a pupil's academic and social, emotional progress:<br>Health Care Professionals<br>● Great Ormond Street Hospital<br>● Luton and Dunstable Hospital<br>● GPs<br>● School Nurses including diabetic nurse and epilepsy nurse<br>● Physiotherapy<br>● Occupational therapy<br>● Edwin Lobo Child Development Centre<br>● CAMHS<br>● Speech and Language Therapy<br>Special Schools<br>● Richmond Hill Primary School<br>● Lady Zia Wernher Primary School<br>Schools<br>● Feeder Nursery Schools<br>● Icknield High School<br>Outside Agencies (this list is not exhaustive)<br>● Special Educational Needs Service including:<br>○ Luton Deaf Children and Young People's Service (LDCYPS)<br>○ Visual Impairment<br>○ Autism Spectrum<br>○ Speech, Language and Communication<br>○ Learning Support<br>● Educational Psychology Service<br>● Alternative Learning and Progression Service including: |

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| | • ALPS (Behaviour and tuition)<br>• ACE<br>• Medical tuition<br>Other Services:<br>• Social Services<br>• Virtual School for Looked After Children<br>• Off-site Alternative Provisions (according to individual need)<br>• All Women's Centre<br>• TOKKO<br>• Educational Welfare<br>• Chums<br>• Luton Learning Resource Centre<br>• Transport Services<br>• Youth Offending Services<br>• Citizens Advice<br>• Integrated Youth Service<br>• After Adoption Support Service<br>• Reconstruct<br>• Young Carers<br>• Greenhouse mentoring<br>• Youth offending service<br>• Family Integrated Partnership<br>• Luton Foodbank<br>• School Nursing Service<br>Bedfordshire Police Authority including:<br>• Domestic violence<br>• Forced marriage<br>• Safeguarding team<br><br>Our family worker currently provides the following support:<br>Supporting families with financial difficulties, housing, parenting. Healthy eating habits. Working closely with outside agencies such as the school nursing services, Family Integrated Partnership, MASH etc. We are currently working with |

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| | Family Integrated Partnership team to support our families who are experiencing complex family issues which are having a detrimental impact on the children's emotional well-being.<br>Delivering Stay and Play sessions to encourage and model positive engagement with children to enhance children's developments in social, emotional aspects of learning. Engaging and encouraging parents to share books and nursery rhymes with their children. Supporting children to understand and familiarise themselves with routines in an educational setting.<br>Completing Personal educational plans for looked after children. Carrying out home visits.<br><br>**Currently there are long waiting lists for paediatric services and speech and language therapy through the NHS in Luton. Due to the significant rise in need, referrals are being processed by school following the guidance from the relevant teams. Waiting times for individual teams can be obtained by contacting the service directly.** |
| **Staff training for pupils with SEND** | There are many opportunities for staff to develop their understanding:<br>● Circulation of a monthly SEND briefing<br>● Learning plans<br>● Drop in sessions<br>● Continual Professional Development sessions (CPD)<br>● Outside agency training<br>● Head teacher staff briefings<br>● INSET days<br>● Direct work with the ASD advisory teacher or Educational Psychology team<br>● Professional reports with strategies for individuals<br>● Access to subscription services such as the Chartered College of Teaching, SENDcast, Virtual SEND conference and SENsible SENCo.<br><br>There are 5 staff with a level 3 accreditation in Speech and Language support for 5-11 year olds, alongside 1 staff with Let's Talk Trainer accreditation.<br><br>Icknield Primary are committed to the development of all. Staff are able to access a range of training in house and through the local authority and health teams. Teaching assistants have access to specific speech and language and Autism training through the year linked to pupils they support. |

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| | The school has worked with Richmond Hill Special School, Lady Zia Wernher School, the ASD advisory team and the Educational Psychology Service to develop provision in the early years foundation stage for pupils with autism diagnosis or for those on the autism pathway. As a result, a small number of children across EYFS and KS1 are due to continue their educational journey at local area special schools to further support their needs. |
| **Equipment and Facilities** | Pupils with SEND have equal access to facilities as all other pupils. The School will make reasonable adjustments to allow pupils with disabilities to have equal opportunities with their peers in accordance with the Equality 2010.<br><br>● Widened doors for wheelchair access<br>● 4 disabled toilets<br>● 1 family room<br>● Intervention rooms<br>● Group working areas<br>● 1 medical room<br>● A designated pupil support area<br>● Deaf Provision<br><br>Technical Resources<br>● Personal hygiene bins<br>● 4 tablets for pupils who require AAC devices<br>● Soundfield systems |
| **Who can you speak to in regards to SEND?** | The School's SENDCo is: **Mrs Keely Nugent**<br><br>The Deaf Provision Lead is: **TBC. Please address any queries to Mrs James or Mrs Nugent.**<br><br>To book an appointment please contact **Mrs Claire McGrattan** on 01582 534000 |
| **Contact Details for handling complaints regarding SEND provision** | If parents have concerns which the school is unable to address, they are free to contact the following:<br><br>● Outside agencies involved with the pupil<br>● Special Educational Needs Assessment Team (SENAT), Luton<br>● Admissions at Luton Borough Council |

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| | Or refer to:<br>● Icknield Primary School complaints procedure<br><br>The LA Local Offer can be found at:<br><br>http://directory.luton.gov.uk/kb5/luton/directory/family.page?familychannel=11 |
| **Monitoring** | This Information Report will be reviewed by Mrs K Nugent every year. It will also be updated if any changes are made throughout the year. It will be approved by the Local Governing Body. |
| **Links to other policies and documents** | This policy links to our policies on:<br>● Accessibility plan<br>● Behaviour<br>● Equality information and objectives (Accessibility)<br>● Supporting pupils with medical needs<br>● Looked after/Previously Looked after Children<br>● Access Arrangements<br>● Complaints Policy |

**Ratified by Governing Body June 2026.**