

Sherard Primary School SEND Information Report (Local Offer)

Sherard Primary School is a mainstream school with a specialist provision called 'The Seahorses'. We also have a higher-than-average proportion of children within mainstream with special educational needs. At Sherard Primary School we strive to ensure that all children achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. We place the upmost importance on being an inclusive school and ensure all reasonable adjustments are made for children with SEND to enable them to engage in all activities.

At Sherard we use the definition for SEN and disability from the SEND Code of Practice (2015)

A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special Educational Provision means educational provision that is additional to, or different from that made generally for others of the same age in a mainstream school in England.

Disability: "a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. This includes sensory impairment such as those affecting sight or hearing and also long-term health conditions such as epilepsy, asthma and diabetes.

This document is intended to provide you with information regarding the ways in which we ensure we support all our students. It may not list every skill, resource and technique which we employ to achieve this as these are continually developed and used to modify our provision to meet the changing requirements of our pupils. For further information on The Seahorses please see the specialist provision section of our school website.

SEND Team



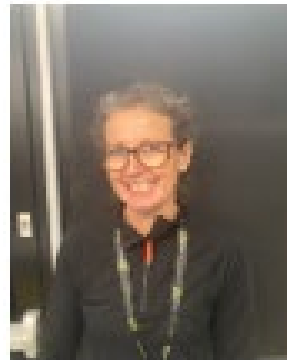
Mrs Jessica Watson
MET SENCo Lead &
Assistant Head



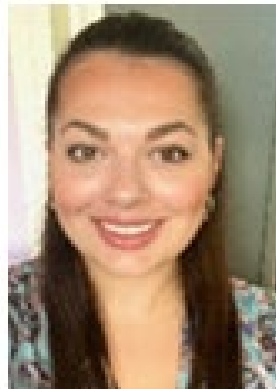
Miss Victoria Wood
SENCo, Specialist Provision Lead
Teacher – Pink Seahorses



Miss Rebecca Cooke
Teacher – Plum Seahorses



Mrs Sharon Simmons
Teacher – Purple Seahorses



Miss Charlotte Coxall
Pastoral Lead

How do we identify children with SEND and assess their needs?

At Sherard Primary School all our teachers closely monitor the progress made by all students and ask advice from the SENCO or SEN team as soon as they have concerns about any student. They follow The Graduated Response approach to the identification of any children who may have SEND. For children joining school at any other point, information is shared between the schools' SENCOs

Teachers in all year groups carry out regular assessments of children's progress, and alert parents and the SENCO when they have concerns about a child's rate of progress, or when progress appears to stall or slow down.

Teachers and the SENCO/SEND Team, in partnership with parents, will gather as much information as possible to find out exactly what a child's needs are - this might include talking to the child, observing them in class, assessing particular aspects of their learning or referral for multi professional advice.

The SENCO or class teacher might suggest programmes of intervention, strategies or temporary additional support, or ask for advice or assessment from an external specialist service.

If the pupil still does not make improved progress, the SENCO, class teacher or subject teacher will meet with parents/carers and the pupil and together agree that additional SEN support will be put in place.

If your child has already been identified as having SEND your child will be placed on the SEN record and may have a Personalised Learning Plan, which can be accessed online via <https://edukeyapp.com/parent/login> You will be consulted regarding this either at Parent's evening or invited into school to discuss this.

As soon as we think that your child has a special educational need (SEN) we will invite you into school to discuss how we can all work together to support them. This may be in line with parents evening or an additional meeting. Your child will then be placed on our SEN record and a personal learning plan with a graduated level of provision established.

If you, as a parent or carer are concerned about your child and think they may have a special educational need, you should arrange to speak to your child's class teacher in the first instance, to let them know what you think your child's need(s) may be. Special needs are identified in several ways. We use the results of regular assessments, ongoing classroom assessment, teacher observations and information

from parents and carers, information from the assessments of outside agencies and medical professionals to identify children who may require extra support to help them achieve. Following a discussion with your child's class teacher there may be a referral to the school SENDCO.

How do we support parents/carers with concerns about SEND?

If you have any concerns about how your child's needs are being met, about their progress or about any other issues which you think might be affecting them please make an appointment to see your child's class teacher in the first instance. They may then refer you to a member of the SEND Team and additional meetings may occur.

We also run a number of parent workshops throughout the year which will help you with supporting your child's learning at home. These are advertised on the school's Class DOJO page.

Should you have a complaint then please refer to our school complaints policy which can be accessed on the Mowbray Education Trust website page or a copy can be obtained from the school office.

If your concern/complaint relates directly to your child's SEND, you may wish to ask for an appointment with the SENCO who may be able to offer support, guidance or reassurance.

What are our arrangements for consulting parents/ carers of SEND pupils?

The school is very open to informal and formal discussions with teachers. This is to enable you to meet with teachers whenever concerns arise, or information needs to be shared.

The school has an excellent communication system through Class DOJO, which can be used to communicate with your child's class teacher or any other member of the SEND Team.

Parents can ask any questions, address worries or concerns through the messaging system in Class DOJO.

If necessary additional meetings can also be set up throughout the year. SEND parents/carers will meet with class teachers a minimum of three times each year to review their child's Personal Learning Plan. They can also comment on their child's progress towards these targets and view them anytime online.

We complete an annual SEND Survey for Parents/Carers so that we can receive feedback regarding our SEND Offer, and we often consult parents on any decisions regarding SEND within the school.

How will you involve my child in their own education?

Children's views will always be listened to and obtained through a variety of ways. We complete pupil consultations and pupil questionnaires to ensure we capture the voice of each child.

All children who require it have One Page Profiles in place for their voice and needs to be shared with key adults. They make these profiles with their class teacher.

We have a lot of informal discussions with staff to ensure that children are contributing to their own education.

Children with Education and Healthcare Plans or Top up Funding support are invited to their annual reviews and have a choice of how these are run and organised.

How will you assess and review progress for children with SEND?

We take an individual approach for each child. Some children with SEND can follow their age-appropriate curriculum and are assessed using the same assessments as their peers, their progress is also recorded in a similar way.

Most children with SEND have a personal Learning Plan and progress towards targets are reviewed termly, parents can access the plans online. Reviews are issued to parents and meetings take place between parents/carers and teachers to discuss progress.

Children with Education and Healthcare Plans have annual reviews to discuss their progress and ensure their plans are up to date, children are involved in these meetings.

If children are working significantly below age related expectations and require an individualised curriculum, then they are set individual targets which they work towards. These are assessed each half term and progress is fed back to parents during parents evening meetings and through interim reports. If your child attends our Seahorse provision their progress is monitored through the 'Trackable' system.

How do we support children with SEND at points of transfer?

Our staff work closely with colleagues in pre-school settings and meet regularly before the point of transfer to gather information about any children who may be joining us with SEN or a disability. The SENCO and Foundation Stage Lead make extra visits and ensure a transition programme is agreed. Staff will meet with parents, Key Workers and where appropriate the area SENCO and any other professionals involved, to plan for transition

If your child has an EHC Plan and you decide that a specialist setting would be more appropriate in meeting their needs, the SENCO and staff working with your child will support you in gathering evidence of their needs and in identifying potential specialist settings.

Transfer meetings can be arranged. The school will assist you in organising transition visits to the school and staff from our school will also visit the new setting with your child

We endeavour to ensure that all information is passed on to the receiving staff and that the transfer is smooth and reassuring for your child

At the annual review for your child in Year 5 for pupils with an EHCP we will begin discussions of secondary school choice and parents will be supported throughout this process.

Early Transition reviews are held for Year 6 pupils, and we finalise the transition arrangements early in the year.

If your child has SEN or a disability and they are transferring to mainstream secondary school, our staff will meet with the heads of Year 7 and the receiving school's SENCO to share information and plan for their transfer. We arrange additional transition visits to the receiving secondary schools for children with SEN or a disability and will make their Local Offer available to you.

How do we adapt the curriculum and learning environment for children with SEND?

All children with SEND are entitled to and receive High Quality First Teaching.

It is every class teacher's responsibility to ensure that strategies, provision and personalised learning plans are in place to maximise every child's potential.

Children with SEND access individual curriculums if they are unable to access their age-appropriate curriculum. The learning environment is adapted in a variety of ways to meet the needs of individual children e.g. sensory audits are completed; seating arrangements are considered.

Children with SEND have additional or specific needs which may require a combination of different ways of working. This may include children being taught in small adult supported groups or individual sessions which may be related to their PLP targets.

The school delivers a range of intervention programmes some of which may be appropriate for children with SEND. These are delivered by trained support staff and monitored by the Class Teacher and SENDCO.

Some children with SEND require additional or specialised equipment or resources and the school allocates a specific budget for this purpose.

The school will take advice from outside agencies and other professionals e.g. Occupational/Speech and Language, Educational Psychologists, Autism Outreach etc. This is to make sure that reasonable adjustments are made to accommodate your child if they have a disability or other physical/medical need and that the strategies and approaches adopted by staff are appropriate to your child's learning needs.

What training do our staff receive in relation to supporting and teaching children with SEND?

All staff at Sherard Primary School have been trained in Safeguarding, identifying, and assessing special educational needs, Autism level 2 and behaviour management. Our staff have extensive experience in teaching and supporting children with SEND.

In addition to this we have teams of staff trained in specific areas of need to support children with SEND.

We have a team of staff who are trained in the administration of certain medicines e.g. EPI-PENs. We also have a team trained in Behaviour management and De-escalation strategies (Including Team Teach training) which provide support to all staff within school. We have staff trained specifically to deliver specific interventions e.g. Speech and Language Therapy, Sensory Interventions and intervention to support Specific Literacy difficulties.

Within our Seahorse Team two members of staff and the SENCO are Autism Level 3 trained. Members of staff are also trained in the TEACCH approach.

Other specialist training includes the use of Makaton, Communication in Print/WIDGIT, TEACCH, Tac-Pac, Dance Massage, Specific Literacy difficulty intervention (Top Triangle Reading) and Social, Emotional and Mental Health targeted intervention support e.g. ELSA.

The NHS Speech and Language Therapist team liaise closely with us to assess and plan and deliver targeted support for pupils. Additionally, they offer training to staff and SALT programmes are delivered by trained teaching assistants.

Our SENCOs have completed the National SENDCO Award and attend local and national network meetings with the local family of schools and the local SENDCO-net meetings. This ensures that the SENDCOs and SLT are kept up to date regarding changes to legislation and guidance, and developments in teaching and learning for children with SEN; the SEND Trustee meets regularly with the SENDCOs and with the Headteacher to discuss relevant issues

As a school we work closely with a wide range of other agencies and professionals: Social Care, School Nursing Service, Specialist Teaching Service, Autism Outreach,

Educational Psychology Service, Sure Start, Children's Centre, Speech and Language Service, Occupational Therapy Service, Birch Wood Special School.

How do we evaluate the effectiveness of our provisions for children with SEND?

We regularly track, monitor and review data for all SEND children and the impact of interventions is measured and evaluated through our Provision Maps System. Subsequent interventions will then be put in place if needed. Personal Learning Plans are reviewed with parents.

The school also has an internal review system which monitors the effectiveness of provision for SEND children across the curriculum.

The SENCO and SLT will assess and review the progress of all SEND children throughout the year and at key data points in the year. This includes academic progress, attendance and behaviour.

All children, including those with SEND, are assessed in reading, writing and maths every term. These assessments are followed by Pupil Progress Meetings between the teacher and the Headteacher. At these meetings they will discuss what impact the additional support is having on your child's progress

We also complete an annual survey to gather the views of parents/ carers with regards to the effectiveness of our SEND Provision offered at Sherard Primary School.

Survey Results November 2020

4. Do you feel that the school is approachable if you have any concerns regarding your child?

[More Details](#)

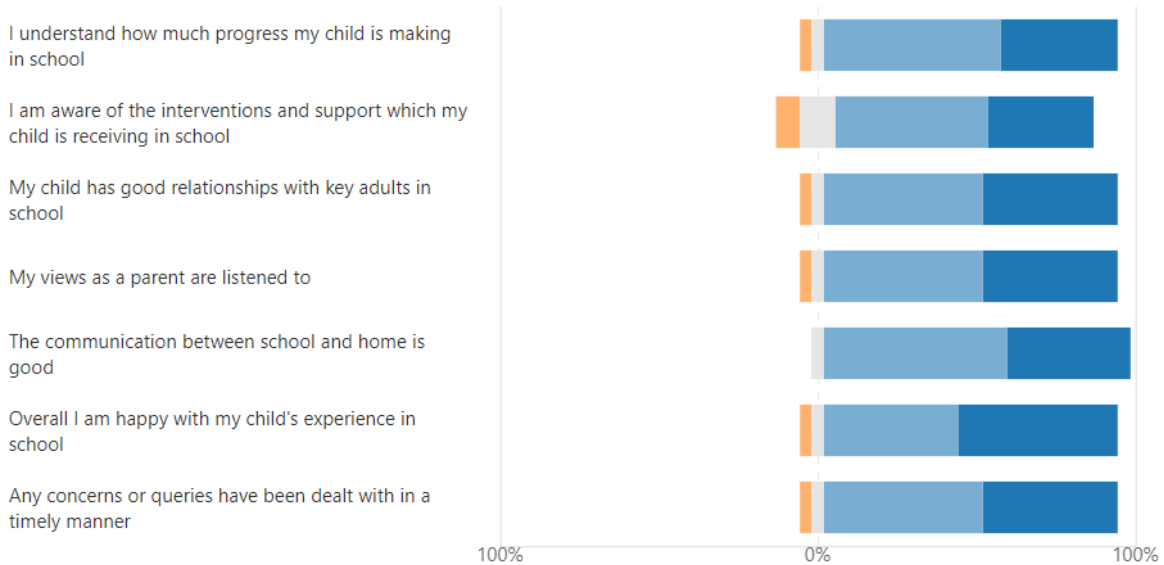
● Yes	28
● No	0



Please select one of the following options for each statement below

[More Details](#)

Strongly Disagree Disagree unsure Agree Strongly Agree



93% of respondents agreed or strongly agreed that they understood how much progress their child was making.

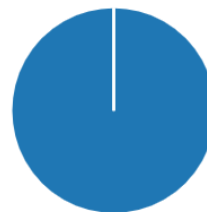
92% were happy overall with their child's SEND provision in school.

Survey Results July 2021

4. Do you feel that the school is approachable if you have any concerns regarding your child?

[More Details](#)

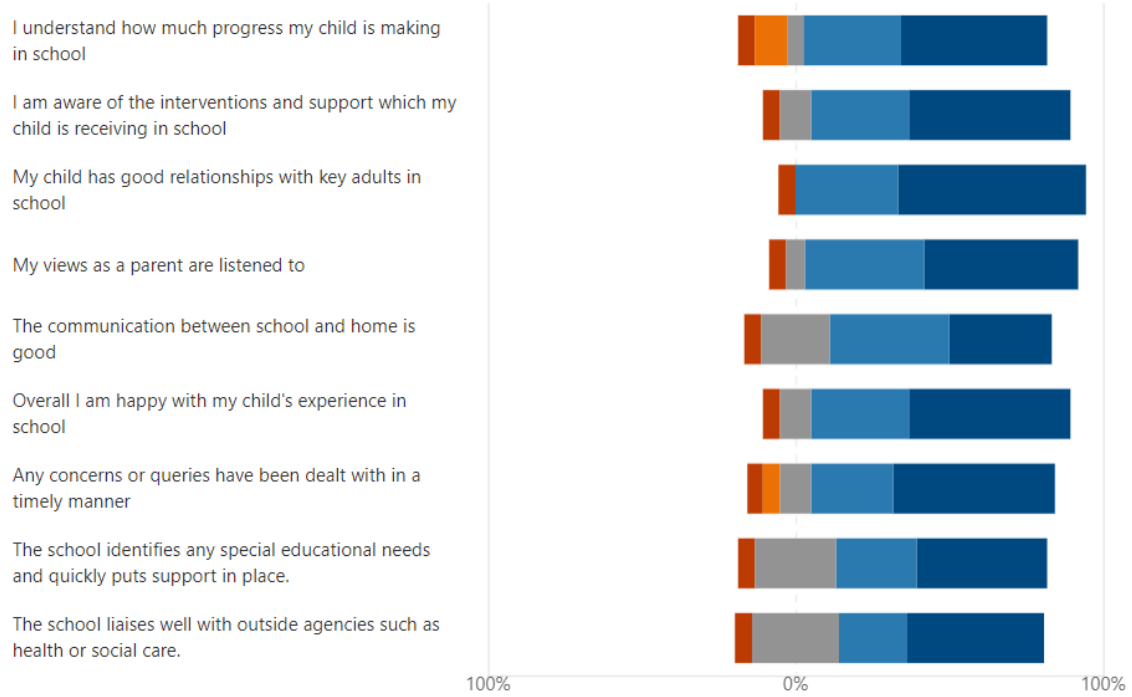
Yes 19
No 0



6. Please select one of the following options for each statement below

[More Details](#)

Strongly Disagree Disagree unsure Agree Strongly Agree



79% of respondents said they would recommend the SEND provision at Sherard Primary School.

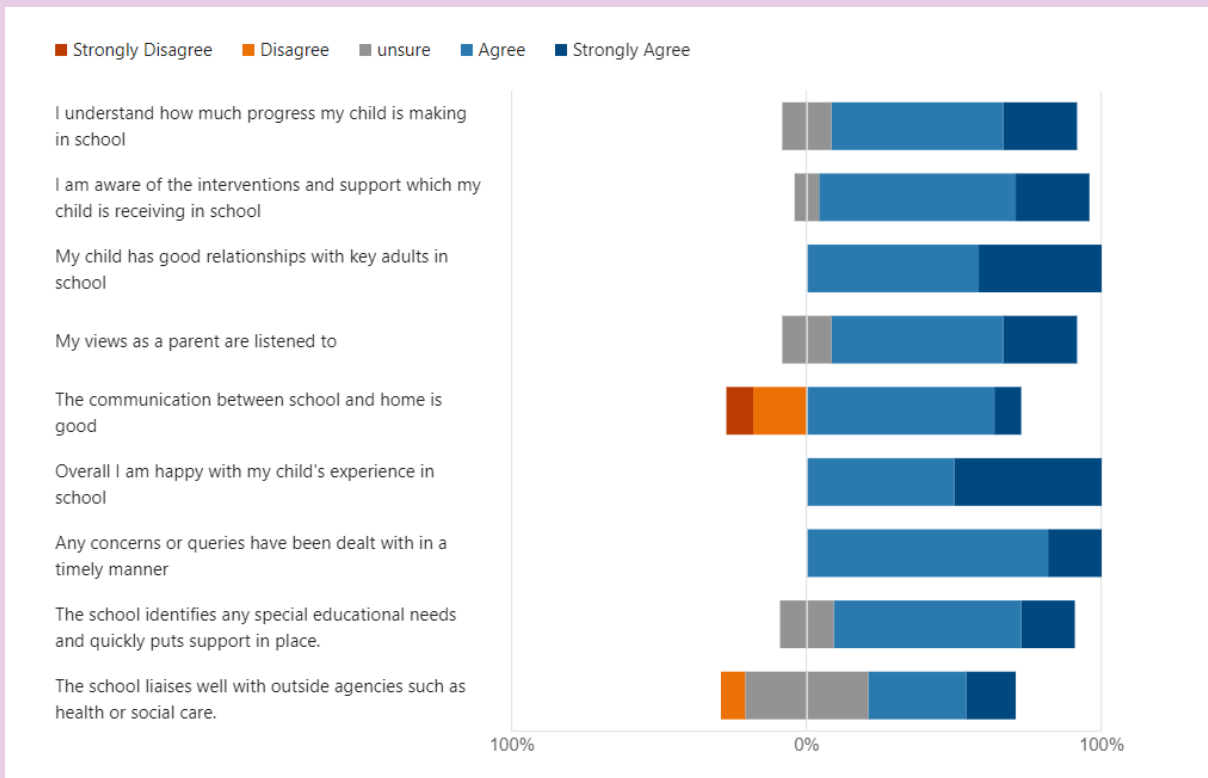
Survey Results in July 2022

Do you feel that the school is approachable if you have any concerns regarding your child?

[More Details](#)

Yes 12
No 0





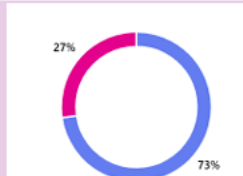
83% of respondents agreed or strongly agreed that they understood how much progress their child was making.

100% of respondents were happy with their child's experience in school.

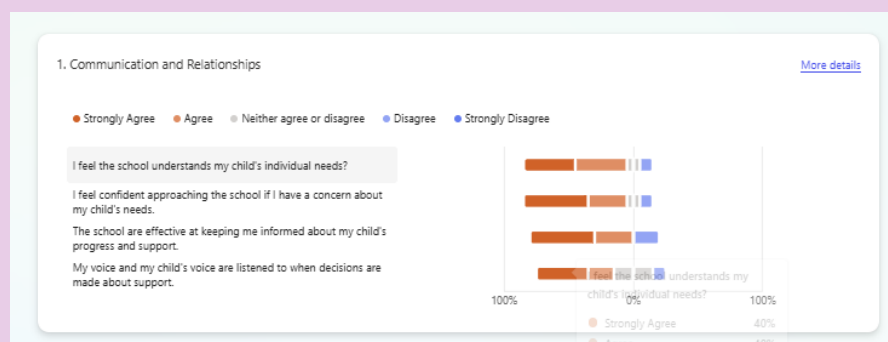
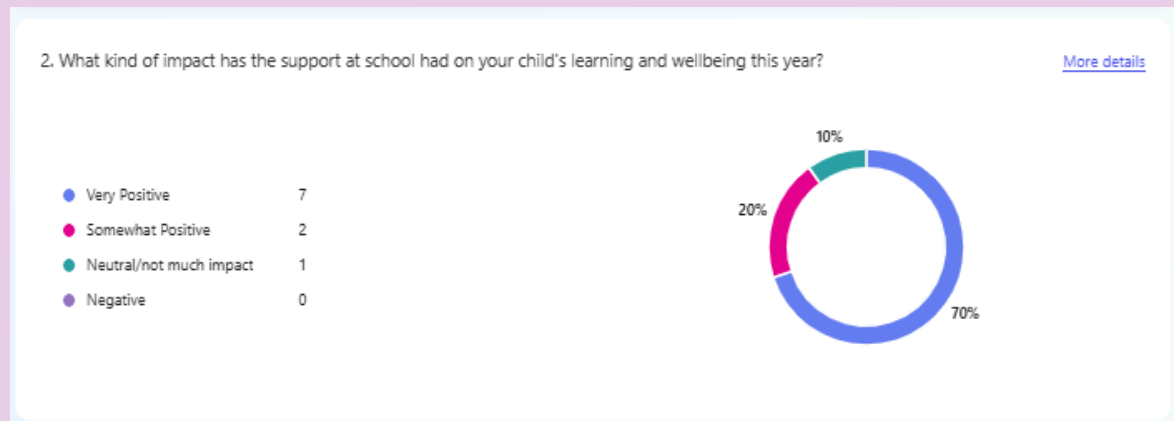
Survey Results in 2024



11. Do you feel that your child's specific needs are being met effectively?



Survey Results 2025



80% of respondents felt that the school understands their child's individual needs and that they are confident approaching the school if they have concerns.

80% of respondents feel the school is effective at keeping them informed of their child's progress.

Positive comments from parents/ carers include the below:

~ Having a consistent person and face to approach

~ Most encounters with the class teacher or SENDCO have been positive and supportive.

~The school are so welcoming and inclusive

~Support and Interventions have made a real difference.

~ Changes have been made to support including more sensory interventions.

How do we ensure that children with SEND can engage in activities available to others?

At Sherard Primary School we ensure that children with SEND can participate in all activities offered to children without SEND. Children are able to participate in all class trips, whole school events and after school clubs e.g. basketball club.

There are also specific clubs which support children, for example we have a Sherard SIBS club which supports siblings of children with SEND.

No child will be excluded from a school trip or other out of school activity because they have a Special Educational Need or Disability. When planning trips, staff will take into account the needs of all their children and ensure that the activities/venues are suitable for all. Risk assessments for the activity will take into account any additional measures needed to ensure that your child's needs are met and outside venues will be advised in advance of any adjustments they need to make.

Arrangements for residential visits can be modified to enable children with SEND to attend for the duration of the day-time activities but to return home at night if that is what you would like them to do. The school will not prevent a child with SEND from attending a residential visit on account of their SEND.

Children within our specialist provision also have access to a variety of things including residential trips. They are also invited on mainstream class trips through their buddy class.

How do we support children with emotional and social development?

At Sherard Primary School we provide specific interventions to support children with their emotional and social development. This may be through specific interventions such as social communication programmes or it may be specific 1:1 or group work with our staff who are trained in providing Emotional Literacy Support.

We have structured programmes which use a range of activities to increase self-esteem, build self-confidence and strengthen communication skills. The pastoral manager, SENDCO and class teacher will tailor specific packages of support for each child.

Support staff are trained in improving emotional resilience and supporting children's well-being and also run interventions to support emotional wellbeing.

We also have staff who are confident and skilled in supporting children with bereavement or attachment issues. Class Teachers deliver a holistic PSHE curriculum. Staff also complete professional development to support children with mental health difficulties e.g. mental health training from Place2be and training to improve resilience in children.

We have a well-developed policy for behaviour management and exclusions are extremely rare. It is a step taken in only the most extreme of circumstances.

Individual bespoke behaviour plans are used to support children with challenging behaviour or emotional, social or mental health needs. They are developed in consultation with parents and are individually tailored to address the needs of each child. We have a team of staff who are trained in de-escalation techniques.

We also seek support from external agencies to support children with specific social, emotional and mental health difficulties or behaviour difficulties. For example we receive outreach support for some children from Oakfield Pupil Referral Unit.

What other support is available for Parents/Carers?

The school seeks advice from a range of outside agencies and professionals with different areas of expertise relating to SEND, Disability, medical or mental health needs, Speech and Language Services, Occupational Therapy Services, Social Care and Educational Psychologists.

Our Pastoral Manager has access to a wide range of support services and resources.

Our SENCOs Mrs Watson and Miss Wood can be contacted through the school office or email: jwatson@sherardschool.org or vwood@sherardschool.org.

Please see below for a list of useful agencies and resources. Other resources can also be found in our SEND resources section of our school website.

If you are considering enrolling your child at our school and you know or think that they have Special Educational Needs or a disability, you should contact the school office in the first instance and they will arrange a meeting with the Headteacher and/or SENCO to discuss their needs.

Parent's/ Carers who are unhappy with the local Authority or school responses to SEND, parents may seek mediation from Global Mediation on 0800 064 4488, which is a free service.

Details on how to appeal if you disagree with the Local Authorities Decisions about your child's SEND and how to appeal to tribunal can be found on the local authority's website. <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/sharing-your-views/disagree-with-a-special-educational-needs-decision/disagree-with-an-education-health-and-care-ehc-plan>

The Local Authority publishes the County-wide Local Offer on its website.

<https://www.leicestershire.gov.uk/popular-now/directories/information-and-support-directory/leicestershires-send-local-offer>

Social, Emotional and Mental Health

<https://youngminds.org.uk/>

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/information-for-schools-and-professionals/mental-health-for-children-and-young-people>

Autism

<https://www.leicestershiretradedservices.org.uk/Services/3291>

<https://www.autismeducationtrust.org.uk/>

<https://www.leicspart.nhs.uk/autism-space/lpt-digital-services/chatautism-text-messaging-support-service/>

Speech and Language

<https://chatterpack.net/blogs/blog/list-of-free-speech-language-communication-and-send-resources-for-schools-and-parent-carers>

<https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/>

Sensory difficulties

<https://www.leicestershospitals.nhs.uk/aboutus/departments-services/occupational-therapy/>

Specific Literacy difficulties

<http://www.thedyslexia-spldtrust.org.uk/4/resources/285/parents/>

https://literacytrust.org.uk/?gclid=EAlalQobChMlrKKG66Kv7QIV2-vtCh3TiAPoEAMYASAAEgKRnvD_BwE