

Special Educational Needs (SEN) Information Report for Lacewood Primary School



Approved by: Kelly Webster

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy on our website by clicking [here](#).

If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school currently provides additional and/or different from provision for a range of needs, including:

- Communication and Interaction - Autism Spectrum Disorder (ASD), Speech and Language Difficulties
- Cognitions and Learning - Specific Learning Difficulties (dyslexia, dyspraxia, dyscalculia), Moderate Learning, Difficulties, Severe Learning Difficulties
- Social, Emotional and Mental Health - Attention Deficit Hyperactive Disorder (ADHD), Attention Deficit Disorder (ADD)
- Sensory and/or Physical Need - Hearing Impairment, Visual Impairment, Multi-Sensory Impairment, Physical Impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Searle

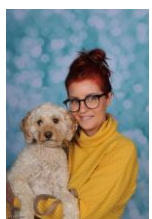


Mrs Searle has worked at Lacewood for 12 years working across key stages. In 2020, Mrs Searle completed the National Award for Special Educational Needs Coordination and has completed four years in this role. Throughout her time as SENCO, she has completed a number of courses that complement the role such as: Understanding Dyslexia, An Introduction to Autism, Social Stories and Comic Strip Conversations, Language Link, Understanding SEN data, Understanding and responding to Specific Learning Difficulties, Analysing and Managing Behaviours for Children with SCI needs and many more. Most recently, Mrs Searle has trained as a Positive Regard Specialist Leader. This underpins the work that is being completed around relational and trauma-informed practice within school.

Mrs Searle is allocated 3 days for SENCO release time.

Assistant SENCO

Our assistant SENCO is Mrs Anson



Mrs Anson has worked at Lacewood Primary school for 16 years. Initially this was as behaviour support leader and then in 2011 she became parent support advisor. In 2017 Mrs Anson also became deputy safeguarding lead and SEN assistant.

Throughout Mrs Anson's time at Lacewood she has completed additional training such as, National Programme for Specialist Leaders of Behaviour and Attendance, Licenced Thrive Practitioner, Designated Safeguarding Lead, Keeping Children Safe in Education, First Aid, Self Harm Awareness, Responding to Bullying Behaviours in School, Mental Health First Aid, Graded Care Profile 2, Writing Social Stories, Parent Group Leader Training and Bereavement Training.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Training needs are constantly reviewed as part of ensuring quality provision for all.

As a whole school, we have completed training in:

- Introduction to Autism

- Team Teach
- Thrive
- Read, Write Inc
- Positive Regard

Other training has been undertaken by various staff across school, such as:

- Lego therapy
- Social Stories and Comic Strip Conversations
- Music interaction Therapy
- Nessy – Understanding Dyslexia
- Makaton
- Elklan
- ELSA
- Language link

Teaching assistants (TAs)

We have a team of 18 TAs, including 4 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. Our teaching assistants are trained to deliver interventions such as

- Read, Write, Inc.
- PT probe
- Nessy
- Music Interaction Therapy
- Lego Therapy
- Makaton
- Elklan
- SALT programmes
- Language Link
- Understanding and supporting children with concentration difficulties

In the last academic year, TAs have been trained in:

- Lego Therapy
- Music Interaction Therapy
- Team Teach
- Positive Regard

External agencies and experts

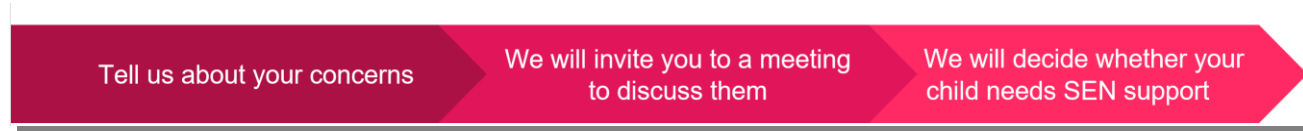
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. Where children are accessing external support from one or more agencies, they will receive a highly personalised programme fully incorporating and detailing all external advice. These agencies include, but not limited to:

- Speech and language therapist

- Educational Psychologists
- Social Communication and Interaction Team
- Occupational therapists
- Hearing Impaired Team
- Visually Impaired Team
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services

3. What should I do if I think my child has SEN?

At Lacewood, we pride ourselves on the positive, trusting relationships we build with parents. These relationships are built on open, honest and frequent communication. We offer a range of ways to get in touch: face to face, phone calls, emails or the school facebook pages.



If you think your child might have SEN, the first person you should tell is your child's teacher. You can contact your child's class teacher through the class Dojo page, or leaving a message with the school office for the class teacher to get in touch.

01709 887750

You can also contact the SENCO (Mrs Searle) directly by emailing c.searle@lacewood.org.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If it is mutually decided that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

A detailed flight path for SEN at Lacewood can be found on the [SEN page](#) of the school website:

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who are not making the expected level of progress in their schoolwork or socially. This might include reading ages, reading stages, writing, spelling, number work, behavior incidents.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss and ask for your opinion. Where appropriate, they may also speak with your child to get their input too.

The SENCO may need to observe the pupil in the classroom and on the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

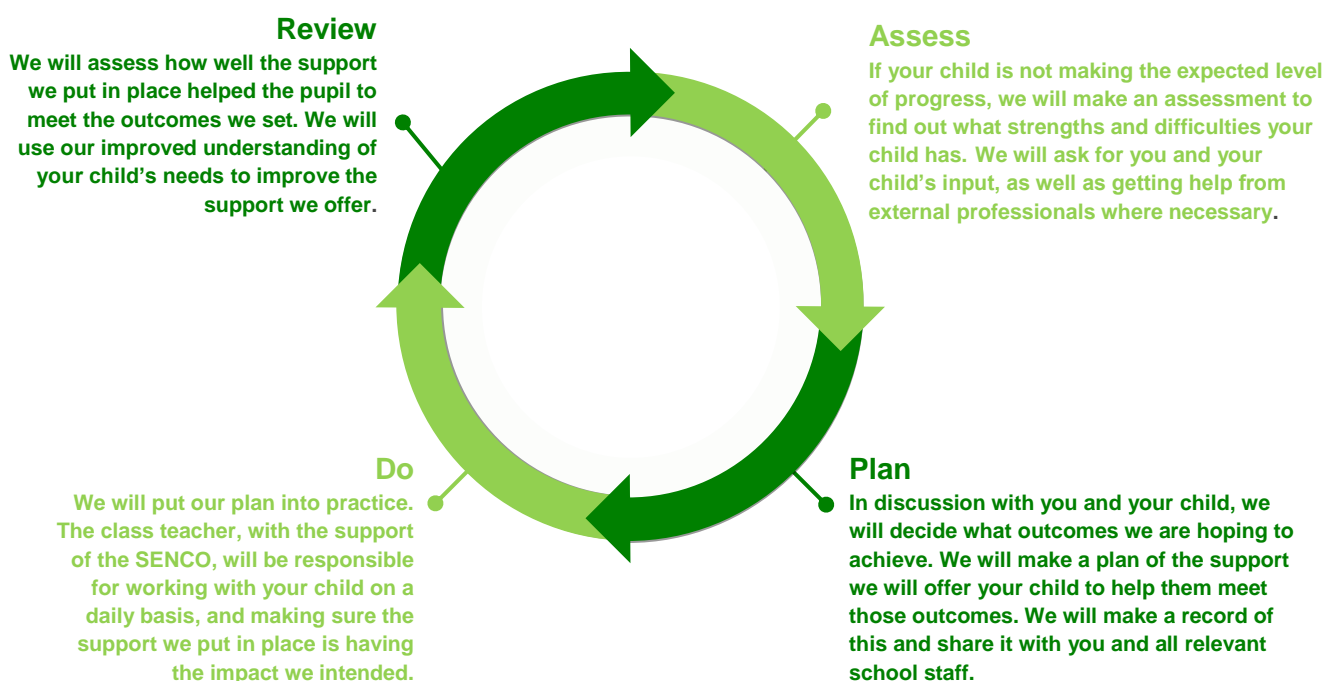
The SENCO may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress. Autumn term and Spring term, will be reviews of learning and target setting, whereas at the Summer report will be a complete, end of year report.

Your child's class/form teacher will meet you, in total, 6 times throughout the year. 3 times as part of the SEN assess, plan, do, review process. And, on the alternate half terms, as part of a more general learning review. These meetings will:

- Set clear outcomes for your child's progress
- Review Progress towards these outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

If needed, the SENCO may also attend these meetings to provide extra support.

We know that you are the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion, we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher by calling the school office to make an appointment (01709 887750) or sending a message via the class Dojo page.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include, but are not limited to:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing in order to remove barriers to learning and participation
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- We may also provide the following intervention and support:

Area of Need	Condition	How we support these pupils
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Comic Strip Conversations Music Therapy Lego Therapy ELSA
	Speech and language difficulties	Speech and language therapy Language Link
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia Moderate Learning Difficulties ((MLD) Severe Learning Difficulties (SLD)	Writing slope Read, Write, Inc. Fresh Start Nessy PT Probe Reader Pens Laptops
Social, emotional and mental health	ADHD, ADD	Quiet workstation Wobble Stools Fiddle toys Calming toys Movement Breaks
	Adverse childhood experiences and/or mental health issues	Nurture groups Thrive sessions

Sensory and/or physical	Hearing impairment Visual Impairment Multi-Sensory impairment Physical impairment	For any physical impairment, we would work closely with outside agencies and implement any support or resources they offer on a case by case basis. Accessible toilets and showers Routes around school are well lit and clearly signposted Care Plans to be written in collaboration with appropriate agencies then implemented to include classroom and resource access.
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These interventions are part of our contribution to Barnsley’s local offer which can be found [here](#).

Lacewood’s Accessibility Plan can be found [here](#).

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after six weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan).

10. How will the school resources be secured for my child?

It may be that your child’s needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that’s the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don’t have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to Robin Wood and London. All pupils are encouraged to take part in sports days, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

As a Local Authority School we adopt the Local Authority Admissions Policy and all applications for places at the school must be made via the Local Authority. The Local Authority Admissions Policy can be found [here](#).

13. How does the school support pupils with disabilities?

All our equality information is set out in the equality plan and can be accessed here: [Equality Plan](#)

All our accessibility information is contained within this document, but can be accessed separately here: [Accessibility Plan](#)

14. How will the school support my child's mental health and emotional and social development?

- We provide support for pupils to progress in their emotional and social development in the following ways: Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Thrive nurture groups to promote teamwork/building friendships
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by building children's understanding of social situations using Social stories and Comic Strip Conversations as well as using Thrive's VRFs and restorative talks with pupils regarding incidents.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Schedule lessons/activities with the incoming teacher towards the end of the summer term.
- Provide a social story introducing the new class teachers to pupils
- All support plans will be updated with the next key stage/phase/environment in mind.
- All additional resources (individual resources, wobble cushions, laptops etc) will be passed to the next class teacher
- Transition meetings between staff, involving parents where necessary.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Annual reviews to be held in Autumn Term of Y6. Invites are sent to receiving schools (if known)
- SEN specific transition meetings are held in Spring term between SENCO and transitioning school. Plans for additional/early transitions are made.

16. What support is in place for looked-after and previously looked-after children with SEN?

Miss Akeroyd – Headteacher, will work with Mrs Searle, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher, SENCO or Head Teacher in the first instance. They will then be referred to the school's [complaints policy](#).

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at:

[Barnsley's Local Offer](#).

[SENDIASS](#)

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages