

K – Kindness

I – Integrity

N – Never giving up

D – Diligence



SEND INFORMATION REPORT

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Dedicated SENDco time: Tuesday

Local Offer Contribution: Here is the link to Leicestershire's Local Offer:

[What is the Local Offer | Leicestershire County Council](#)

[Special educational needs and disability | Leicestershire County Council](#)

Whole School Approach:

Having consulted with children and parents, all our additional provision is based on an agreed outcomes approach. Underpinning ALL our provision in school is the graduate approach cycle of:



All teachers are responsible for every child in their care; including those with special educational needs.

Assess:

In addition to current assessment procedures in school for all, children with SEND will be assessed to their area of need using assessments such as:

- Boxall Profile
- Small Steps Tracker
- Diagnostic Reading Assessments
- British Vocabulary Picture Scale
- Visual Stress Assessment
- Sensory Processing Toolkit

These are carried out by experienced members of staff within the school.

External assessments, from outside agencies, such as: an educational psychologist, speech and language therapists, Oakfield Specialist Teachers, Autism Outreach Lead Practitioners may be conducted where additional information and support is required.

Plan:

Under the direction and support of the SENDCo, the class teacher will plan the outcomes and provision based on the assessment information.

Do:

This provision will be delivered on a 1:1 basis or a small group based on the needs of the child. This support will come from the class teacher, teaching assistants and any other adult who is working under the direction of the class teacher or SENDCo.

Review: The class teacher with the support of the SENDCo will track the progress towards the agreed outcomes and will review this at regular points with parents and children.

This may be in the form of:

- Parents' SEND meetings
 - Parents' evening meetings with the class teacher
 - Email correspondence
 - Informal conversation with the class teacher/SENCo
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SEN Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

- Colourful semantics
- Assisted technology
- Individual Speech and language programmes where needed
- Forest School Programme – all children access this programme for a block of time, annually

2. Cognition and learning

- Precision teaching
- Rocket Phonics intervention programme
- 1:1 and small group tutoring
- Whole word level intervention
- 'Top Triangle' reading intervention programme
- 'The Power of One' maths intervention programme
- A Reading Intervention for Children with Down Syndrome –
- A Maths Intervention for Children with Down Syndrome – Maths for Life

3. Social, emotional and mental health

- Planned introduction of Thrive

- Emotional Literacy Support Assistant (ELSA)
- Autism Education Trust resources
- Social stories
- Beyond the Boxall activities
- Zones of Regulation approaches and activities

4. Sensory and/or physical needs

- Sensory breaks/circuits
- Sensory boxes
- Weighted blanket
- Wobble cushions/resistance chair bands
- quiet spaces in the classrooms/blackout tent and use of the 'Zen Den'

Reference: SEN Policy: Updated May 2026

As of September 2026, we have 35 children on the SEND register receiving SEN Support representing 18% of pupils, 7 of which are in receipt of top-up funding for either SENIF or EHCP. We have internal processes for monitoring quality of provision and assessment of need. These include: termly monitoring of target setting, SEND learning walks, pupil voice and termly pupil progress meetings.

Consulting with children and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved?	Frequency
Individual Support Plans for children with SEND	Child, parents/carers, teachers and teaching assistants	Monitored half termly Reviewed half termly in school Reviewed termly with child, parents/carers Updated half/termly where appropriate
Review and setting of small step targets	Child, parents/carers, teachers and teaching assistants	Monitored half termly Reviewed half termly in school Reviewed termly with child, parents/carers Updated half/termly where appropriate
Annual reviews	Child, parents/carers, teachers and teaching assistants and SENDco	Annually Phase transition review held in the Autumn term between September and December to meet deadline expectations on 15 th February.
Parent meetings	Child, parents/carers, teachers and teaching assistants and SENDco	As and when required. (These types of meetings and approach to support is seen regularly throughout school, building positive relationships between staff and

		parents thus improving outcomes for children.)
Team around the child meetings	Teachers, Head Teacher, teaching assistants and SENDco	Half termly to review and discuss effective strategies/teaching approaches relevant to the child's needs.
SEND Café Informal Q &A sessions External visitors – sharing good practice/parent support workshops	Parents/carers, SENDco, external professionals where appropriate	Termly

Staff development:

We are committed to developing the on-going expertise of our staff. We have current expertise in the following areas in our school:

Member of staff initials	Area of expertise	Level (as per p68-69 of the SEND Code of Practice 2015)
DD and JT - pending	National SENDco Award	Northampton University
JV and -M	Emotional Literacy Support Assistant (ELSA)	Delivered by Educational Psychologist
All staff members	Zones of Regulation	Delivered by Autism Outreach Service
All staff members	Making Sense of Autism (AET)	Level 1
Teachers and Head Teacher	Attachment and Trauma training	Delivered by Virtual School
SP	Everyone's Welcome Programme	Delivered by Leicestershire County Council

This year, we have put in additional training into:

- Use of the EEF 5 a day strategies, particularly scaffolding
- Developing the effective use of teaching assistants
- Adaptive Teaching approaches

Next plans are:

- Whole school staff coaching
- Sensory needs - using sensory circuits and nurture opportunities to promote regulation and positive mental health
- Develop distributive leadership amongst subject leaders by them providing strategies for SEND in all subject areas

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

This year we have 6 children with EHCPs representing 3%. There is 1 child currently receiving intervention funding. The funding is used to provide the adaptations and additional support identified as part of individual support plans for each pupil. This enables greater access to the learning opportunities within school and has a direct impact on progress for all pupils. In most classes there is at least 1 additional member of staff, as well as the teacher at any one time. The teaching assistants in each class are directed by the class teacher. Teaching assistants are used to

support small groups of children or individuals in the classroom, or can also be used to support the class with independent work, whilst the class teacher works with specific pupils requiring the additional expertise of the class teacher.

In the event of staff sickness or absence, teaching assistants are re-deployed thoughtfully and resourcefully by the head teacher, ensuring that the classes with the most significant need are fully covered.

External bodies and organisations

The governing body delegates the responsibility of commissioning services to help meet the needs of children with SEND and parents. Our external partners that we would work with include:

- Local authority support including Educational Psychology Service and specialist teachers, such as: Teachers of the Hearing and Visually Impaired and Autism Outreach lead teachers/practitioners.
- Health and social services including: Speech and language therapists, Children and Wellbeing Support Workers, school nurse, and Psicon, a specialized UK healthcare provider that works with schools, families, and the NHS to provide diagnostic assessments for autism and ADHD in children and adults.
- Regional Improvement for Standards and Excellence (**Universal RISE**): Programs accessible to all schools, connecting them with peer support, shared resources, and networks like Maths and English hubs

School Partnerships and Transitions

Our academic assessment for children with special educational needs is moderated through our cluster of schools. We support children's transition to the next phase in education. Our approach involved:

- Enhanced transition to and from new settings depending on the needs of the child.
- Relevant staff visits to and from settings.
- Use of technology to increase familiarity for the child.
- Additional multi-agency and SENDCo meetings to support a smooth transition.
- Regular communication and meetings with settings and parents to support smooth transition and initiate relationships between school staff and parents.
- Liaising with the Early Years Inclusion Team where necessary.
- Holding 'Phase transition Review' meetings for those children with an EHCP in the Autumn Term.

Transition to the next setting:

- Meeting with Tutors and SENDCo of transition KS3 schools and specialist settings, completing comprehensive Google forms for each child with SEND, and having an in-depth discussion regarding all children due to move on.
- Making arrangements for some children to have extended transitions by an additional visit to the new setting.

. Supporting families by arranging and attending school visits of SEN provision settings to support their decision-making process.

Complaints

Our complaints procedure for parents of Children with Special Educational Needs and Disabilities are outlined in our complaints procedure which is available to download from our school website:

<https://www.congerstone.leics.sch.uk>

Challenges

. Long waiting times continue for appointments with Paediatrics, Educational Psychology services, SALT and CAMHS means that accessing support can take many months. This in turn can mean that diagnosis and support is delayed making it challenging for school to ensure pupils have the specific support they may need. Complex and changeable processes within the LA (SENA) can also make applications for funding and EHCP's lengthy and difficult.

Contacting SENA

. The best way for **parents** to contact the SENA Service is by using the Parent/Carer online **Contact Us form**.

Another option for **parents** is to use **MS Teams Bookings** which offers the opportunity to book a call with someone online to discuss your query. Bookable 15-minute slots are available 0900-1100 am on a Tuesday of each week.

Alternatively, a Duty SENA officer is available to pick up telephone calls **from parents** on 0116 305 6600 on Mondays 2 pm to 4.30 pm; Wednesdays 12 pm to 2.30 pm; Thursdays 9 am to 11.30 am. Calls are queue managed to avoid long wait times.

Relevant school policies underpinning this SEN Information Report include:

- . Accessibility Plan Behaviour/Relational Policy
- . SEND Policy Safeguarding and Child Protection Policy
- . Complaints Policy

Legislative Acts taken into account when compiling this report include:

- . Children & Families Act 2014
- . Equality Act 2010

. Mental Capacity Act 2005

Date presented to/approved by Governing Body: SEND School Information Report September 2026