



Special Educational Needs and Disabilities (SEND) Information Report 2025-2026

At Lee Brigg Infant & Nursery School we support all children, enabling them to achieve their full potential. Excellent teaching is vital and high-quality learning experiences provide children with the opportunity to learn new skills; acquire knowledge, develop their independence and a love of learning. We recognise that there are occasions where further additional support may be needed to enable our children to reach their goals. We pride ourselves on our inclusive ethos where the needs of individual learners are at the centre of their provision.

This information is part of, and supports, Wakefield Local Authority's Local Offer: <https://wakefield.mylocaloffer.org/>

The Local Offer provides clear information about support available for children and young people with SEND, including educational services, health provision, transport, childcare, family support, specialist teams and guidance about EHCP processes.

How does Lee Brigg Infant School know if children need extra help?

- When children appear to struggle or seek additional support
- When concerns are shared by parents/carers
- When concerns are raised by teachers
- If the child is making limited progress
- If there are sudden changes in the child's behaviour
- All children are monitored carefully by teachers and the senior leadership team in pupil progress meetings and informal weekly discussions about progress and attainment

We use a range of assessment tools including classroom observations, in-school assessments and information from previous settings or external professionals. Where appropriate, specialist assessments may be carried out by agencies such as SALT, OT, the Educational Psychology Service or WISENDSS.

We follow the 'Assess–Plan–Do–Review' cycle and review progress at least termly.

What does Special Educational Needs mean?

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition of the above statements or would so do if special educational provision was not made for them

Types of SEND

SEND is divided into 4 types:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical Needs

For more information see Waterton Academy Trust's SEND Policy -

<https://www.watertonacademytrust.org/resource-category/policies/>

What should I do if I think my child may have special educational needs?

- Discuss it with your child's key worker on entry to nursery
- Speak to your child's class teacher
- Further meetings may then be arranged or any further information can be gained from the Special Needs Coordinator (SENDCo) Miss Kilkenny, who is also the Head of School.

How will school staff support my child?

- Staff will monitor your child closely to understand their difficulties
- Teaching will be adapted to suit your child's individual needs, where possible, based on the learning of the rest of the class.
- Your child may receive additional support in class from the teacher or a learning support assistant
- Targeted support may be provided through specific interventions in small groups or if necessary 1:1
- My Plans may be provided to set targets for the child and to state what strategies will be used at school to support the child to reach their targets
- School will meet with parents/carers to discuss their child's My Plan. Parents are fully involved in planning, reviewing and evaluating their child's provision. We work in partnership to set and review outcomes, agree support strategies, and plan next steps as part of the Assess–Plan–Do–Review cycle.
- Pupil voice is gathered through structured conversations, observation and child-friendly review tools. Children contribute to their targets and review meetings wherever appropriate.
- Specialist guidance sought with parental consent
- School will, with parents/carers permission, contact outside agencies for further guidance on how best to support your child. This information will be included on the child's My Plan
- The school's SEN Governor is, Laura Prentice, who monitors SEN across the school
- The Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the SEN and Inclusion policies.

How will the curriculum be matched to my child's needs?

- All children receive 'Quality First Teaching', and a range of teaching and learning styles are used
- All lessons offer the appropriate challenge and support to enable your child to progress
- Assessment of your child's abilities will be used to identify the next steps in their learning
- Your child's class teacher will plan differentiated work for your child to do as part of the whole class teaching and learning, in small groups or for them to do individually
- Your child may participate in an intervention groups such as 'Time to Talk' or 'Fit to Learn' for a period of time. All interventions have a rigorous assessment procedure and progress and impact is monitored throughout as part of the assess, plan, do and review procedures
- Learning support assistants may be allocated to work with your child either 1:1 or in a small group
- Your child may receive pre-teach sessions to ensure progress is maximised

- If your child has a My Plan, this will state specific targets that your child will work towards according to their area of need. The progress towards these will be monitored closely by the class teacher and the school SENDCo
- If appropriate, specialist equipment may be provided for your child. Where specialist equipment is needed, school works with external agencies to secure, loan or purchase the appropriate resources.

How will I know how my child is doing, and how will you help me to support my child's learning?

- You will be able to discuss your child's progress at termly meetings and at parents' evenings
- You will receive a written annual report detailing your child's progress and achievements
- If you have any concerns, you may make an additional appointment to speak to your child's class teacher
- Your child's targets will be shared with you and they may also suggest ways of how you can support your child at home, and share with you strategies that work well in school.
- Parents are fully involved in planning, reviewing and evaluating their child's provision. We work in partnership to set and review outcomes, agree support strategies, and plan next steps as part of the Assess–Plan–Do–Review cycle.

What support will there be for my child's overall well-being?

- Lee Brigg staff are caring and supportive
- All children are supported socially and pastorally by a staff who know them well
- School offers a wide range of activities within school, within the community and further afield, to support children's social and emotional development including educational visits, sporting and cultural events, visitors to school and events with other local schools
- School has a Behaviour and Anti-bullying Policy which is adhered to by all staff
- Lee Brigg School has high expectations of children's learning and behaviour, this is supported by parents/carers
- Attendance and punctuality are closely monitored and good attendance is celebrated
- The school has a Medicine Policy which supports parents/carers with the management of their child's medication within school and complies with 'Supporting Pupils with Medical Conditions' guidance
- Where a child has a specific medical need, the school nurse can provide staff with the relevant training
- Lee Brigg School has trained paediatric first aiders
- Lee Brigg School has rigorous safeguarding procedures (see the school's Safeguarding Policy)

What specialist services and expertise are available at or accessed by the school?

- Lee Brigg School employs trained staff to educate and care for all children
- Staff access a range of training opportunities throughout the year in key areas of the curriculum and also in identifying and supporting children with specific difficulties
- All staff receive regular SEN training
- Staff who lead intervention groups receive appropriate training to do so
- Staff who deliver SALT (Speech and Language), OT (Occupational Therapy) or Physiotherapy programmes also receive training from appropriate outside agencies
- Staff have access to 'Team Teach' training when necessary, for Restrictive Physical Intervention
- All staff are EpiPen and asthma trained
- Specific medical issues are addressed as they arise
- Specialist training may be bought in by school to address specific issues
- Lee Brigg School has access to a wide range of outside agencies that are available to offer consultancy and support, these are:
 - Team Around the School

- Child and Adult Mental Health Services (CAMHS)
- Communication, Interaction and Access Team (WISENDSS)
- Educational Psychology Service (EPS)
- Learning Support Service (LSS)
- Education Welfare Officers
- Occupational Therapists
- Speech and Language Therapists (SALT)
- School Nursing Team
- Sensory Impairment Team (Hearing and Visual)
- Social Services

What services are available for parents/carers?

- All the services above are available to support parents/carers and contact details for these services are available via the Wakefield Local Offer.
- Parents/carers can also access support from WESAIL and WEkids

How are the school's resources allocated and matched to children's SEN?

- The SEN budget is allocated each financial year
- The money is used to provide additional support or resources for all children who have been identified as having SEN
- Through 'Provision Mapping', the SENDCo can plan how and where to apply the additional support e.g., with groups of children participating in specific interventions, staff training, the deployment of staff to work with individual children as required or on specialist equipment. Where specialist equipment is needed, school works with external agencies to secure, loan or purchase the appropriate resources.
- The school may receive additional funding called 'Top Up' for children who have an Education Health Care Plan (EHCP), agreed through the EHC Panel for high-cost pupils, commensurate with their level of need. This will be used to support the child named in the EHCP and reviewed annually. Funding decisions are reviewed at least termly to ensure resources match identified needs.

How is the decision made about what type and how much support my child will receive?

- The decision about how best to support your child is based on the needs of your child
- Decisions are made in consultation with the class teacher, SENDCo and Senior Leadership Team
- The curriculum is adapted to meet the needs of all children and is planned and delivered by your child's class teacher; where required, a fully differentiated curriculum may need to be provided (where resources and provision allow).
- After discussing your child's specific needs with you, the class teacher may take the decision to provide additional support if your child is not making the expected progress in any particular area
- Decisions are made based on rigorous assessment and monitoring activities which highlight the areas in which your child may need additional support
- If your child's teacher decides that your child needs specialised help or targeted support this will be discussed with the SENDCo who will determine if specialist advice is needed
- Guidance may be sought from outside agencies regarding the type of support provided for your child
- The outcomes of all targeted support are closely monitored and reviewed
- Provision is evaluated termly with a clear focus on pupil outcomes and progress towards assessed targets. Effectiveness of provision is monitored regularly through data analysis, intervention reviews, learning walks, work scrutiny and pupil voice. The SEND Governor meets with the SENDCo to evaluate provision.

How accessible is the school environment?

- We are happy to discuss individual access requirements

- A ramp at the front of the school makes the building accessible to all
- There is a toilet adapted for disabled users
- There is a soft surface sports area which is accessible to all
- Information for pupils and parents can be provided in accessible formats such as enlarged print, simplified text or visual supports when required.
- Further detail about how the school promotes access to the curriculum, physical environment and information can be found in our Accessibility Plan, available on the school website - <https://leebrigginfants.org/key-policies-and-documents/>

How will my child be included in activities outside the classroom including school trips?

- Lee Brigg is a fully inclusive school. All children attend all events and trips are encouraged to take part in all activities both within and outside the school
- Buses with wheelchair facilities can be booked where needed
- Parents are fully informed as to trips and activities open to every child
- Risk assessments are carried out and procedures and additional measures, including extra support, may be provided to ensure full participation by all children
- If it is deemed that an intensive level of 1:1 support is required, a parent/carer may be invited to accompany their child

How will school prepare and support my child to join the school and to transfer to a new school?

- When starting nursery, your child may receive a home visit from the nursery teacher/nursery nurse and or SENDCo if appropriate
- If your child attends another setting our staff will also visit them there too
- Discussions with any agencies that may be supporting your child will enable school to glean a deeper understanding of your child's needs
- There is a clear 'Transition Policy' in place which supports all transition points throughout the school
- Additional visits for children entering the Foundation Stage can be arranged for your child
- All children take part in 'shuffle up day' in the summer term as part of transition – Year 2 children transition to Junior School on this day (additional visits to Junior School can also be arranged for children)
- All children are discussed with their receiving teacher/school before the end of the summer term
- An additional transition meeting will be arranged for children with Special Educational Needs between the school SENDCos
- The Junior School SENDCo will also be invited to your child's annual review prior to transition if your child has a My Plan or Education, Health and Care Plan
- For pupils transferring mid-year, the SENDCo liaises with previous and receiving schools to ensure continuity of provision.

How are SEND admissions managed?

Children with SEND, including those with an Education, Health and Care Plan (EHCP), are admitted to Lee Brigg Infant & Nursery School in line with the school's Admissions Policy and the Wakefield Local Authority guidance. Where a child has an EHCP, the Local Authority consults with the school to ensure that we are able to meet the child's needs. The school does not discriminate against or disadvantage pupils with SEND during the admissions process.

Complaints Procedure

If parents have concerns about SEND provision, they should speak with the class teacher or SENDCo. If issues remain, concerns should be raised through the school's Complaints Policy, available on the school website.

Who can I contact for further information?

If you would like to discuss your child's Special Educational Needs, please contact the school office on 01924 967609 to arrange a meeting with:

- Miss Kilkenny – SENDCo (NASENCO qualified)
- Mrs Greaves – Assistant SENDCo

If you are considering sending your child to Lee Brigg Infant and Nursery School, please make an appointment to arrange a visit to our school. You will have the opportunity to discuss your child's specific needs and to ask any questions relating to your child's education.

<https://leebrigginfants.org/special-educational-needs-team/>