

Griffydam Primary School



SEND Information Report

February 2026

We are a happy, caring, respectful community where children are encouraged to explore an exciting curriculum and become independent, resilient and confident learners, that are ready to take the next steps on their learning journey.

This policy is reviewed every year and was agreed by the Governing Board of Griffydam Primary School in Feb 2026 and will be reviewed again in Feb 2027

Signed: _____ Chair of Governors Date: _____





Statutory Document

SEND Information Report – Griffydam Primary School

Griffydam Primary School Is Proud to Be an Inclusive School

Griffydam Primary School is proud to be an inclusive school that values the individuality of every child. We are committed to giving all children every opportunity to achieve the highest possible standards and to flourish academically, socially and emotionally.

We recognise that children arrive at school with a wide range of experiences, strengths and needs. By taking these into account, we provide a broad and balanced curriculum with high expectations for all. The achievements, attitudes and wellbeing of every child matter to us.



This page outlines the policies, procedures and practices we have in place to ensure that our inclusive vision is lived out every day.

Our Vision

We are a happy, caring, respectful community where children are encouraged to explore an exciting curriculum and become independent, resilient and confident learners, that are ready to take the next steps on their learning journey.

Our Values

We are kind and respectful

We are part of a community

We are Explorers

We reach for the stars

Changes to Special Educational Needs and Disabilities (SEND)

The Children and Families Act (2014) changed the way children and young people with special educational needs and disabilities (SEND) are supported in schools. These reforms place children, young people and their families at the centre of planning and decision-making.

The key principles are:

1. **Children, young people and their families are fully involved** in discussions about support. Their views, experiences and aspirations are valued and inform planning and review.



2. **Education, Health and Care (EHC) Plans** have replaced Statements of Special Educational Needs. New assessments follow EHC guidelines. Existing statements remain in place until transition is completed.
3. **School Action and School Action Plus have been replaced** by a single category known as **SEN Support**, using a graduated approach to meet need.

Policies

Griffydham Primary School complies with Local Authority expectations of schools and with statutory equality duties. Support for pupils with SEND is underpinned by the following policies:

- SEND Policy
- Accessibility Policy and Plan
- Behaviour Policy
- Local Offer

A range of interventions and strategies are used to support individual needs. Decisions about support are always based on careful consideration of each child as an individual.

The Local Offer

The Local Offer provides information about services available for children and young people with SEND from birth to the age of 25.

The Local Offer:

- Helps you understand what schools and services must provide for children and young people with SEND
- Supports parents and carers to find advice and guidance
- Clarifies who is responsible for different services
- Gives families the information they need to help children with SEND thrive

You can access the Leicestershire Local Offer here:

👉 <https://www.leicestershire.gov.uk/local-offer>

Frequently Asked Questions

How does Griffydham Primary School know if a child needs extra help?

Children may need additional support for a variety of reasons, including learning difficulties, speech and language needs, sensory or physical impairments, medical conditions, or social, emotional and mental health needs.

We identify needs through:

- Teacher assessment and observation



- Progress that is slower than expected in literacy or numeracy
- Standardised assessments (e.g. reading or spelling ages)
- Information from previous schools or settings
- Reports from external professionals such as educational psychologists, speech and language therapists or medical professionals
- Information shared by parents and carers
- Listening carefully to the views and concerns of the child

Slow progress or low attainment does not automatically mean a child has SEND, and equally, attainment in line with age-related expectations does not mean there are no underlying difficulties.

Following an assessment period, teachers may use an **intervention** based on the graduated approach (Assess–Plan–Do–Review). This is discussed with parents and the SENDCo, and next steps are agreed together.

What should I do if I think my child may have SEND?

In the first instance, speak to your child's class teacher about any concerns. The teacher will discuss these with the SENDCo if appropriate. Parents are also welcome to arrange a meeting directly with the SENDCo.

What happens if my child is identified as having SEND?

If it is agreed that your child has additional needs, you will be informed and your child will be placed on the **SEND Register** under **SEN Support**.

Support may include:

- Targeted interventions
- Adjustments to classroom practice
- Additional adult support where appropriate

Children on the SEND register have **three formal reviews each year**. If progress remains limited, advice may be sought from external agencies.

A small number of children with more complex and long-term needs may require an **Education, Health and Care (EHC) Plan**. These plans are reviewed annually and can remain in place up to the age of 25 if needed. Transition planning is carefully supported, including a Year 6 transition review where appropriate.

How will Griffydam Primary School support my child?

Class teachers are responsible and accountable for the progress of all pupils, including those with SEND. Support includes:

- High-quality teaching, differentiated to meet individual needs
- Clear outcome targets linked to areas of need



- Regular monitoring and review by the class teacher and SENDCo
- Collaboration with parents and, where appropriate, external professionals

Targets are shared with parents and children, and copies are provided.

How is the level of support decided?

Support is based on the child's individual needs, strengths and barriers to learning. A range of interventions and strategies are available, and decisions are reviewed regularly to ensure they are effective.

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

Teachers adapt teaching and learning so that all children can access the curriculum. This may include:

- Differentiated tasks within lessons
- Small group or individual support
- Reasonable adjustments to resources or teaching approaches
- Specialist equipment where appropriate (e.g. overlays, adapted scissors)

How will I know how my child is doing?

- Teachers assess children continuously and use this information to plan next steps
- Progress in interventions is tracked and reviewed
- Children on the SEND register have three review meetings each year
- Parents' evenings provide opportunities to meet class teachers and the SENDCo
- Additional meetings with the SENDCo are available on request either at Parents Evenings or at another time within the school day.
- All children receive a mid-year and end-of-year report

Parents are encouraged to speak to the class teacher at any time if they have concerns.

How will the school help me support my child's learning?

Parents of children on the SEND register are given advice and guidance at each review on how to support learning at home. We value strong partnerships with families and welcome ongoing communication.

Useful Links for Parents

- Supporting Your Child with Education: <https://www.topmarks.co.uk/parents/>
- Leicestershire Family Information Directory: <https://www.leicestershire.gov.uk/education-and-children/social-care-and-supporting-families/family-information-directory>
- ADHD Solutions: <http://www.adhdsolutions.org/>
- National Autistic Society: <https://www.autism.org.uk/>



- Understanding Dyslexia: <http://www.parentchampions.org.uk/resources/understanding-dyslexia-booklet/>
- Young Minds (parent support): <https://www.youngminds.org.uk/for-parents/>
- Bereavement Support (The Laura Centre): <https://www.thelauracentre.org.uk/>
- Young Carers (Barnardo's): <https://www.barnardos.org.uk/>