



St Lawrence C of E Junior School

Special educational needs (SEN) information report

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 special educational needs support works in our school. If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our [website](#).

This document will have due regard to legislation, including but not limited to: Children and Families Act 2014, Health and Social care Act 2014, Equality Act 2010, Mental Capacity Act 2005 Children's Act 1989

For the purposes of this report the terms "Disability" and "Special Educational Needs" are as defined in the Acts

Note: *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.*

Name of School	St Lawrence C of E Junior is a mainstream co-educational Church of England junior school. St Lawrence educates children within the mainstream whilst meeting their Special Educational Needs and disabilities as outlined below.
Aims	Our SEND Information Report (in conjunction with our SEND Policy) aims to: <ul style="list-style-type: none">• Explain how the school identifies, assesses, and supports pupils with SEND.• Clarify roles and responsibilities across the school workforce.• Make provision transparent and accessible to parents and stakeholders.• Promote inclusive practice and equal access for all pupils.• Support communication between families, pupils, and school staff.• Explain how transitions between phases/classes are managed.• Describe how we monitor, evaluate and review SEND support and outcomes.
Date Approved	April 2026
Review Date	April 2027

Responsible Governors		
Question		School Response
1	What types of SEN does the school provide for?	<p>St Lawrence C of E Junior School is a junior (KS2) setting. We provide mainstream education for children aged 7-11 through an inclusive whole-school approach in which all children are fully integrated in all aspects of school life and learning. High-quality, adaptive teaching and assessment underpin our curriculum, with reasonable adjustments made so every learner can access learning and develop cultural capital.</p> <p>Special educational provision is defined as support that is additional to or different from that provided for pupils of the same age, and addresses needs across four areas: Cognition and Learning; Communication and Interaction; Physical and Sensory; and Social, Emotional and Mental Health. We provide for a wide range of conditions and needs, and pride ourselves on our inclusive culture.</p> <p>We welcome all students and their families to St. Lawrence but, as a junior school, we do ask parents to consider carefully whether we are the right provision for your child. If you are considering St Lawrence, we invite you to come and visit us so we can share our wonderful community and discuss how best we can support your child.</p>
2	Which staff will support my child, and what training have they had?	<p>Our SENCO and inclusion lead is Mrs Liz Searle. Mrs Searle has been in this role for 2 years and has worked as a qualified teacher for 17 years. She is currently working towards a National Professional Qualification in Special Educational Needs Co-ordination. She is allocated 3 days a week to manage SEN provision.</p> <p>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. They also regularly receive training and support from external providers such as STIPS (Specialist Teachers in Inclusive Practice) and TASS (Team around Surrey schools)</p> <p>Teaching assistants (TAs) - We have a team of 12 TAs, including 5 higher-level teaching assistants (HLTAs), all of whom are trained to deliver SEN provision.</p> <p>Two of our HLTAs are trained 'ELSAs' and two have received ELKLAN speech and language training. In the last academic year, TAs have been trained in Little Wandle, Literacy for All, Positive Touch, inclusive practice in the classroom and SAATIS.</p> <p>External agencies and experts - Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we work with external support services to meet the needs of our pupils and to support their families. These include:</p> <ul style="list-style-type: none"> ● Speech and language therapists ● Specialist Teachers for Inclusive Practice in Schools (STIPs) ● Occupational therapists ● GPs or paediatricians and school nurses ● Child and adolescent mental health services (Mindworks, Eikon, East to West) ● Education welfare officers ● Social services and other local authority (LA)-provided support services ● Voluntary sector organisations
3	What should I do if I think my child has SEN?	<ol style="list-style-type: none"> 1. Speak to your child's class teacher first. 2. Contact the SENCO, Liz Searle, at senco@st-lawrence-junior.surrey.sch.uk 3. If concerns continue, contact the Headteacher. office@stlawrence-junior.surrey.sch.uk

		<p>If you think your child might have special educational needs, the first person you should speak to is your child's teacher.</p> <p>We will meet with you to discuss your concerns and try to get a better understanding of your child's strengths and difficulties. Where appropriate, they will speak to our SENCO, who will be in touch to discuss your concerns.</p> <p>We will decide what outcomes to seek for your child and agree on next steps. A note of what's been discussed will be added to your child's record. You will also be given a copy of this.</p> <p>If we decide 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.</p> <p>A flowchart showing the school's SEN 'assess, plan, do, review' process can be found at the end of this document.</p>
4	<p>How does the school identify SEND?</p>	<p>All our staff have been trained to identify any pupils who aren't making the expected level of progress academically, emotionally or socially. Identification is made through</p> <ul style="list-style-type: none"> ● Observations during learning and play. ● Assessment data and progress checks. ● Parent/carer discussions. ● SENCO observations and/or transition information. <p>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, extra support will be given. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.</p> <p>If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCo, and will contact you to discuss the possibility that your child has SEN.</p> <p>The SENCo will observe the pupil in the classroom and 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.</p> <p>The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist.</p> <p>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.</p> <p>If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.</p> <p>A flowchart showing the SENd process can be found at the end of this document.</p>
5	<p>How will the school staff support my child and measure their progress?</p>	<p>The school follows the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of assess, plan, do, review (APDR).</p> <p>Assess: If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.</p> <p>Plan: In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help</p>

		<p>them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.</p> <p>Do: We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.</p> <p>Review: We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.</p> <p>As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. The majority of children can be supported through high quality teaching and 'ordinarily available provision' (OAP). It is not always necessary to provide extra help from within school, but if we judge that extra help is needed, it is provided. In some cases, we may decide that your child needs support from adults outside of school who will be able to offer specialist advice. This may be provided by Speech and Language Therapists, Occupational Therapists or Mindworks. All external professionals will work with the SENCo, class teacher and support staff to oversee specialist support for your child.</p> <p>Children placed on the SEND register will receive a support plan, written by their class teacher. These are overseen by the SENCo and developed in collaboration between teaching staff and parents. Depending on a child's needs and outcomes, this may be a simple one page profile or may involve a more detailed individual education plan (ISP). Every class teacher is responsible for the management of their class provision maps and support plans. They regularly monitor and review the impact of the provision in place to ensure it is meeting the needs of each child.</p> <p>The APDR process is 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. In some cases, where there are more complex needs or progress has not been made despite intervention, an EHCNA (Education and Healthcare Needs Assessment) request may be completed. This will only happen in consultation with parents and agreement from all parties.</p>
6	<p>How will I be involved in decisions made about my child's education?</p>	<p>At St Lawrence C of E Junior School, we value the partnership between home and school as a shared commitment.</p> <p>Parents/carers are invited to meetings in the Autumn and Spring term to discuss the support provided and how they can help their child at home. At this meeting the school will:</p> <ul style="list-style-type: none"> ● Set clear outcomes for your child's progress ● Review progress towards those 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 <p>Outside these meetings, staff are proactive at contacting and informing parents if they have any concerns about individual children. Likewise, we encourage parents to contact your child's class teacher, if you have concerns that arise between these meetings. The SENCo may also attend these meetings to provide extra support.</p> <p>We want to make sure you have a full understanding of how we're trying to support your child's needs. We will speak with you and your child so that we can build a better picture of how this support is impacting your child both in and outside of</p>

		<p>school. If your child's needs or aspirations change at any time, please let us know so we can keep our provision as relevant as possible. After discussion, a record of outcomes, actions and support agreed will be shared with all relevant people.</p> <p>Parents/carers may also be invited to meet or attend sessions with outside agencies to discuss strategies that both school and home can put in place to support their child further.</p>
7	<p>How will teaching and learning be adapted to meet my child's needs?</p>	<p>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. Inclusive practice is at the heart of our planning; we believe what is essential for one pupil will benefit all. There is no '1 size fits all' approach to adapting the curriculum - we work on an individual basis to make sure the adaptations we make are meaningful to your child.</p> <p>These adaptations may include, but is not limited to:</p> <ul style="list-style-type: none"> ● Reducing cognitive overload through simplified, clear instructions, visuals, small steps. ● Providing support by small group work, flexible grouping or 1-to-1 work. ● Adapting teaching - for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. ● Adapting resources and staffing ● Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. <p>We may also provide the following interventions:</p> <ul style="list-style-type: none"> ● Little Wandle Rapid Catch Up (phonics) ● Literacy 4 All ● Letter-join handwriting programme ● Nessy Reading and Spelling programme ● Maths fluency support ● Social skills group ● Emotional Literacy Support (ELSA) ● Structured Play ● Zones of Regulation ● Wellbeing 'check-ins' ● Sensory Circuits <p>All teachers are provided with information on the needs of individual pupils to ensure all pupils are able to make progress. This information is stored on 'Edukey' and forms part of a thorough transition process.</p> <p>Inclusive quality first teaching is embedded in our curriculum and practice. Teachers tailor and pitch the learning to meet the needs of all pupils. They regularly monitor and assess progress and use this information to inform future planning and provision.</p> <p>Formative assessment is used to enable teachers to craft the provision for every individual child. Subject Leaders continually monitor and review the teaching and learning in their curriculum areas and teachers receive regular training and updates in order to deliver an effective curriculum.</p> <p>All of our teachers are clear on the expectations of 'Ordinarily Available Provision' (OAP) and are regularly supported through training, monitoring and feedback. More information on OAP can be found on the Surrey Local offer website: https://www.surreycc.gov.uk/children/support-and-advice/local-offer/practitioners/resources/ordinarily-available-provision</p>

8	How will the school evaluate whether the support in place is helping my child?	<p>We will evaluate the effectiveness of provision for your child by:</p> <ul style="list-style-type: none"> ● Reviewing their progress towards their goals each term ● Reviewing the impact of interventions after 6-8 weeks ● Using pupil questionnaires ● Monitoring and observations by the SENCO ● Using provision maps to measure progress ● Holding an annual review (if they have an education, health and care (EHC) plan) <p>The interventions that we run in school are evidence-based and have measurable outcomes. Children's progress in interventions is continually monitored to ensure those receiving additional support are receiving the right provision that it is making the expected impact.</p> <p>The school also holds termly solution-focused pupil progress meetings in which concerns and/or gaps in learning are discussed so that effective intervention can be put in place.</p>
9	How will school resources be secured for my child?	<p>Our finances are monitored regularly and we utilise resources to support the strategic aims of our school as well as individual learner needs. We monitor and evaluate our interventions to ensure value for money. Our budget is allocated according to our provision management system.</p> <p>Mainstream maintained schools are notified each year of a clearly identified but notional SEN budget, within their overall budget allocation. This budget is used towards fulfilling the school's duty to use their 'best endeavours' to deliver provision for pupils with SEN. 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. This is usually only provided when a child has an EHCP.</p> <p>It may be that your child's needs mean we need to secure:</p> <ul style="list-style-type: none"> ● Extra equipment or facilities ● Further training for our staff ● External specialist expertise ● Increased teaching assistant hours <p>We will consult with external agencies to get recommendations on what will best help your child access their learning.</p>
10	How will the school support my child's mental health, and emotional and social development?	<p>All St Lawrence C of E Junior school staff provide a high level of pastoral support, which runs through all we do. We are part of the SAATIS (Surrey Attachment and Trauma Informed Schools) programme and this approach is embedded within the way we approach SEMH (social, emotional and mental health) and behaviour strategies.</p> <p>Our school behaviour policy is based on restorative principles which builds on the positive ethos we have in school. We use the 4 Rs (regulate, relate, reason, repair) as the foundation of our approach. We continually notice, name and reward good behaviour as well as allow children time to reflect on choices that we may want to discuss. Staff will help them to reflect on decisions that they have made, using comic strip conversations and/or social stories to support them, and support them with putting it right and moving on. Our behaviour policy is used throughout the school so children have a consistent approach during every aspect of their school day.</p>

		<p>Through the PHSE curriculum, children are explicitly taught how to understand and manage their feelings as well as consider the feelings of others. We use the Zones of Regulation to talk about our feelings in both class and as an intervention. This is further developed through assemblies and through the shared language used in school.</p> <p>Additionally, we provide support for pupils to progress in their emotional and social development in the following ways:</p> <ul style="list-style-type: none"> ● pupils with SEN are encouraged to be part of the leadership programme - such as school council, wellbeing ambassadors, eco council and house captains. ● Pupils with SEN are encouraged to be part of extra-curricular clubs to promote teamwork/building friendships ● We provide extra pastoral support for listening to the views of pupils with SEN through pupil voice. ● We run a nurture club for pupils who need extra support with social or emotional development ● We have a 'zero tolerance' approach to bullying. Please refer to our bullying policy for more details. <p>Relevant staff are trained to support medical needs and in some cases all staff receive training.</p> <p>The school website offers support and links for parents/carers.</p>
11	How will my child be included in activities outside the classroom including school trips?	<p>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. All pupils are encouraged to take part in events such as sports days and 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 they can be included.</p> <p>We consult with parents when planning any activities outside the classroom; particularly when this may affect the participation of their child. Where there are concerns of safety or access, further thought and consideration is put in place to ensure needs are met and appropriate risk assessments carried out.</p> <p>We also consult with outside agencies and take on board their advice to ensure inclusion for all.</p>
12	How does the school make sure the admissions process is fair for pupils with SEN or disability?	<p>Explain your school's approach to admissions for prospective pupils with SEN or a disability, i.e.</p> <ul style="list-style-type: none"> ● Your arrangements for the admission of prospective pupils with a disability and prospective pupils with SEN ● How you make sure that all prospective pupils whose EHC plan names the school will be admitted before any other places are allocated ● An explanation of how your oversubscription criteria avoids unfairly disadvantaging prospective pupils with a disability or special educational needs
13	How accessible is the school environment?	<p>Our Accessibility Plan is available on our website. Where challenges arise, we always give it careful thought and make relevant adjustments. This is always based on the needs of the child, with advice and recommendations from outside agencies.</p> <p>We value and respect diversity in our setting and do our very best to meet the needs of all our learners.</p>

14	<p>What support will be available for my child as they transition between classes or settings?</p>	<p>To help prepare pupils with SENd for a new school year we:</p> <ul style="list-style-type: none"> ● Schedule time for the current teacher and next year’s teacher to attend a formal transition meeting when the pupil’s SEN is discussed in depth. ● Provide robust electronic systems to allow relevant staff members to access current provision. ● Complete one page profiles with your child. <p>Towards the end of the summer term, we organise ‘Meet the Teacher’ mornings where your child will be able to get to know their new teacher and classroom in preparation for the new school year.</p> <p>Transitioning between schools</p> <p>For children transitioning from another school, our SENCO discusses the needs of the incoming pupils with their current teacher/ SENCo. We also arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community and meet their needs.</p> <p>When transitioning from KS1, if your child has been identified as benefiting from additional visits, they may attend 3-4 extra sessions to allow them to build confidence and acclimatise to the new building. New pupils are set up with a buddy from the year above to help them get settled in and make friends (all year 3 children have a carefully selected year 6 learning partner)</p> <p>When your child reaches Year 6, we carefully liaise with the secondary school to ensure a smooth transition. The current SENCo and class teachers meet with the new SENCo/ head of year to share key information. During these discussions, the needs and current provision of children receiving SEN support are shared. Where possible, the new SENCo will attend EHCP review meetings. All pupils will be prepared for the transition by:</p> <ul style="list-style-type: none"> ● Visits from secondary schools to St Lawrence ● Practising with a secondary school timetable ● Learning how to get organised independently ● Plugging any gaps in knowledge ● Discussing the journey <p>We organise visits to the new setting during the summer term and children with SEND may also have additional transition support from our STIPs team.</p>
15	<p>What support is in place for looked-after and previously looked-after children with SEN?</p>	<p>The designated teacher for looked after children and previously looked after children is the headteacher, Mrs Maclean. She will work with 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.</p> <p>Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.</p>

16	<p>What should I do if I have a complaint about my child's SEN support?</p>	<p>Complaints about SEN provision in our school should be made to your class teacher or Mrs Searle 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 to the headteacher, Mrs Maclean, or to our SENd governor, George Cameron. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.</p> <p>If you feel that our school has discriminated against your child because of their SEN, 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</p> <p>You can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> ● Admission ● Exclusion ● Provision of education and associated services ● Making reasonable adjustments, including the provision of auxiliary aids and services <p>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.</p> <p>https://www.surreycc.gov.uk/children/support-and-advice/local-offer/parents-and-carers/ehcp/appeals-and-mediation</p>
17	<p>How are parents involved in the school? How can I be involved?</p>	<p>We operate an open-door policy and take every opportunity to strengthen dialogue between home and school.</p> <p>Parents/carers and families are regularly involved in discussions about their child's learning through parents'/carers' evenings, workshops, questionnaires etc. and we welcome feedback.</p> <p>We hold half termly 'SEND coffee mornings' which we welcome all parents to attend.</p> <p>For non-urgent conversations, monthly appointments can be booked directly using the link https://calendar.app.google/oqE4XkSrbzSXGKD67</p> <p>We welcome parent/carers with DBS to support the school on educational activities or trips, as volunteers in the library, or supporting pupils through our 'Academic Mentoring' programme</p>
18	<p>What support is available for me and my family?</p>	<p>If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.</p> <p>To see what support is available to you locally, have a look at Surrey's local offer, which can be found on their website https://www.surreycc.gov.uk/children/support-and-advice/local-offer</p> <p>Local special educational needs and disabilities information, advice and support (SENDIAS) services are: Send Advice Surrey https://www.sendadvicesurrey.org.uk/</p> <p>Local charities that offer information and support to families of children with SEN: https://www.mindworks-surrey.org/advice-information-and-resources/videos</p> <p>National charities that offer information and support are:</p> <ul style="list-style-type: none"> ● IPSEA ● SEND family support ● Family Action ● Special Needs Jungle

APPENDIX 1

<p>Glossary</p>	<ul style="list-style-type: none"> ● Access arrangements – special arrangements to allow pupils with SEN 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 SEN 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 (EHC) 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 SEN ● 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 that explains what services and support are on offer for pupils with SEN in the local area ● Outcome – target for improvement for pupils with SEN. 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 that meets the needs of pupils with SEN
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- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

APPENDIX 2



St Lawrence – SENd Support Flow Chart

