



LAUREL LANE
Primary School

Laurel Lane's SEND Information Report 2025 - 2026

Introduction

At Laurel Lane Primary School, we welcome everybody into our community. The staff, governors, pupils and parents work together to make our school a happy, welcoming place where children can achieve their full potential and develop as confident individuals. We are dedicated to improving the life opportunities for all of our pupils and support their learning journey whilst they attend our school.

Our SEND provision aims to give pupils self-confidence through adaptive teaching and support, thus enabling them to maximise their potential and to work independently at the pace suited to them. Our school values of compassion, collaboration, creativity and curiosity are embedded from The Pond Nursery to Year 6 and support all children to become lifelong learners.

We are committed to narrowing the attainment gap of our SEND and non-SEND pupils. Alongside our focus on 'Quality-first teaching', this may include short-term intervention learning programmes, mentoring, pastoral support or longer-term personalised targets and support dependant on need.

If you think your child may have a special education need and/or a disability and you would like to know more about what we offer at Laurel Lane Primary School please contact us on 01895 462360 or email us at laurellane@fraysacademytrust.org

Meet the team

Head teacher – Mrs Moffatt

Mrs Moffatt joined Laurel Lane in September 2024 following several years as a teacher and school leader, with over 16 years' experience. She is dedicated to the school community and ensuring the pupils thrive during their time at Laurel Lane Primary. Alongside the FRAYS Academy Trust central team, Mrs Moffatt is responsible for overseeing the school's strategic development.

Interim Deputy Head and Designated Safeguarding Lead (DSL)– Miss Attwood

Miss Attwood holds a strategic role in the senior leadership team of the school. As the DSL, she is responsible for safeguarding and child protection including on-line safety. Additionally, she oversees provision for ethnic minority pupils, looked after children, pupils with English as an additional language, able, gifted and talented pupils, pupil premium children and other identifiable groups who need support.

SENDCO and Assistant Head of Inclusion– Mrs Rowden

(Awarded National Award in Special Educational Needs Coordination in 2022 through Best Practice, Bath Spa University).

The SENDCO is responsible for the operation of the Special Educational Needs Policy and the co-ordination of specific provision to support individual children with SEND. She will liaise with staff to monitor the pupils' progress and plan further interventions where progress is less than expected. She will regularly have contact with a wide range of external agencies that are able to provide more specialised advice. As a qualified teacher, with over 15 years in-class experience, Mrs Rowden is able to identify, implement and monitor the provision of SEND at Laurel Lane.

Other SENDCo responsibilities can be seen in the new Special Educational Needs Code of Practice 2015.



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Class/Subject leaders

At Laurel Lane, we believe all pupils achieve their best through 'Quality First' Teaching from the class teacher. Through regular and rigorous staff training, all teachers are supported to meet the needs of those with SEND. The ordinarily available provision within the classrooms is structured to support pupils to become independent learners through the use of resources, specific adaptations/ scaffolds and environmental or sensory support so the pupils can achieve in their education.

Learning Mentor –Mrs Keenan

The Learning Mentor can help to remove any barriers that may hinder a child's learning or affect their overall well-being. She will work closely with our pupils to ensure that they are not becoming overwhelmed and disengaged with the learning process. Mrs Keenan offers a range of interventions to help children cope with some of life's challenges, for example: Bereavement/loss, self-esteem, young carers, anger management and relationships with parents.

Learning Support Assistants

The Inclusion LSAs are responsible for leading a range of therapies for those pupils with an Educational Health Care Plan. These include but are not limited to: Speech and Language, Occupational Therapy, Sensory activities, Zones of Regulation and social skills. These interventions are monitored by the SENDCo to ensure progress towards pupil's individual targets.

Specific Purpose Learning Support Assistants

Some children require a higher level of support to access learning in the classroom and in these cases, specific purpose support will be provided. This role is designed to support the child to access the learning and grow in independence.

Educational Psychologist – London Borough of Hillingdon – Dr C. Ramos and Dr T. Rahman

The Educational Psychologist will work in partnership with parents, teachers, social workers, doctors and other professionals to ensure that all children can fully access education.

They will work in a variety of ways including observations, interviews and assessments of the child as well as writing reports to make formal recommendations on action to be taken.

Speech and Language Therapist – Miss Richards

The Speech and Language Therapist is in school for an allotted time to work with identified pupils on their speech and language skills. Their role includes identifying difficulties as well as devising, implementing and revising relevant programs of support. They will also support staff with relevant training and advice.

Occupational Therapist – Miss Hibaq

The Occupational Therapist works in school for an allotted time to work with identified pupils on their everyday living skills and improving functions that help maintain, regain or improve independence and participation in everyday activities.

Physio Therapist – Ms Harding

The Physio Therapist works in school for an allotted time to help identified pupils who are affected by injury, illness or disability through movement and exercise.

Education, Mental Health Practitioner – Miss Elinor Howells



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Elinor works with families to support them with behaviour or anxiety related concerns through a structured intervention program. She offers class intervention, small groups, training for staff and parent workshops to support the school community.

We will also work collaboratively with the available agencies from the Local Authority and voluntary sector:

- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Child Development Centre (CDC) Hillingdon hospital
- Participation Officer
- Child services and other LA-provided support services like the Send Advisory Service
- Dog therapy

Partnership with Parents

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, letters, annual reports, SEND reviews, coffee mornings and informal discussions.

We strive to create positive links with our parents by operating an 'Open Door' policy and parents can contact the team with their concerns. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings. Initially, when a child's special needs are identified, contact is made with home, raising awareness and inviting them into school to discuss this further. Parents are consulted regularly at the termly parental consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

Aims of the Inclusion Team

1. To be an inclusive school – this means that equality of opportunity must be a reality for all groups of children within our school.
2. To ensure that pupils Special Educational Needs are identified, assessed and provided for within a broad and balanced curriculum.
3. To recognise our responsibility to children with learning difficulties.
4. To recognise our responsibility to children with medical conditions.
5. To recognise our responsibility to children with greater ability.
6. To work in partnership with pupils, parents, outside agencies, feeder and transfer schools.
7. To provide a framework for special education needs within school addressing identification, assessment, provision, recording, monitoring, review and evaluation.
8. To develop a whole school approach to meeting and evaluating special education needs through the development of curriculum policy and by providing support and training for teachers where necessary.
9. To develop appropriate resources to meet individual needs.



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10. To ensure that every pupil has the maximum opportunity to achieve academically, spiritually, morally, socially and culturally.
11. To support pupils to become respectful and active members of the school community.
12. To ensure that the school complies with and implements the requirements of the Education Act 1996, the Disability & Discrimination Act 2005, the SEN regulations, the SEN Code of Practice 2015, the Equal opportunities Act 2010 and other statutory guidance.

The four areas of need

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including 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	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

These four areas of need are identified in the SEND Code of Practise 2015.



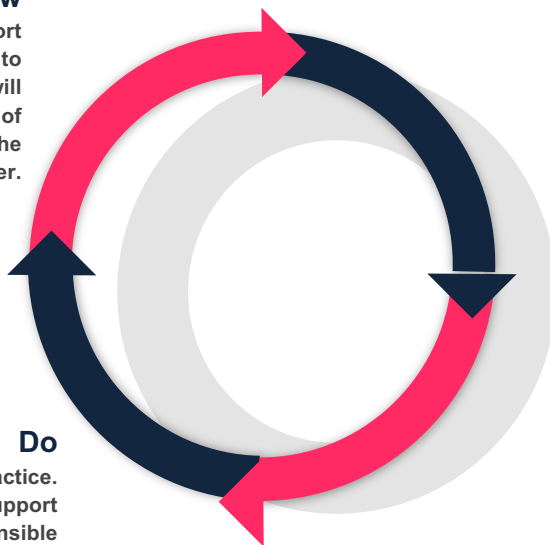
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Assessment and Identification

The school promotes the 4 part cycle graduated approach of **assess, plan, do, review**.

Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.



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 you and your child's input, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENDCO, 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.

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 them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

This approach follows a model of action and intervention to help children make progress successfully across the curriculum as set out in the SEND code of Practice 2015. It recognises that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria as well as through low stakes assessments to check their progress across all areas of learning. At times across the year, baseline assessments are given to screen the children and set a measure of progress for intervention. In reception and again in year 3 pupils are assessed on Language Link that assesses how confident pupils are at understanding the language in the classroom. When needed, an additional British Vocabulary Scale assessment is used to gain further knowledge of the pupils understanding of language. In Key Stage 2, pupils' working memory is assessed alongside a screener which may show an indication of Dyslexia. These universal screeners allow the Inclusion team to ensure that everyone can access the correct provision to support their needs.

Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as social and emotional matters. A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these



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procedures into our normal working practice. The SENDCO will ask for parent opinion and speak to your child to get their input as well.

Following assessment and staff consultation, a child's special needs are identified and the needs are recorded on the SEND Register. A learning plan/ pupil passport is then created for the child, ensuring that all adults involved are aware of the individual's targets and the provision that has been put in place. These are usually produced on a termly basis and then reviewed and new targets set.

A copy will also be shared with the parents/ careers.

The SEND register is reviewed on a regular basis and children will be added or removed as their need dictated with the knowledge of the parents/ Careers.

PROVISION – Teaching and learning

Raising children's achievement is our main focus. We do this by constantly reviewing provision and creating an enjoyable and exciting curriculum placed within relevant contexts for learning. Teachers use a wide range of data to measure the impact of teaching on the children's learning. When planning their work, teachers take into account the abilities of all of their children and tailor teaching and learning to the individual needs of their pupils. The National Curriculum and the EYFS Outcomes are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Working in partnerships with parents and other agencies

Furthermore, the curriculum is enriched to provide pupils with quality, real life experiences and we are committed to ensuring that all children are fully included. In our curriculum we aim to reflect the local community and respectfully learn about other cultures, ethnicities and differences. All lessons are adapted and staff employ a variety of teaching and learning styles. Staff work closely with the Senior Leadership Team to track progress, set realistic targets, create Learning Plans and evaluate the impact of intervention programmes.

Class teachers have responsibility for enabling all pupils to learn. To achieve this they:

- Plan appropriate work/activities for their pupils, which reflect reasonable adaptations for pupils needs.
- Ensure that support is available for all children (inclusive 'Quality First' teaching)
- Adapt the curriculum to take account of different learning styles, interests and abilities
- Ensure that all children can be included in tasks/activities
- Monitor individual progress
- Celebrate achievement
- Identify those children who require additional or different support in order to make progress
- Set targets and discuss these with parents and pupils.

Support staff are utilised in classrooms and support learning:

- Through 'Quality First' teaching, support the teachers in enabling all children to have access to their teacher
- Support the teachers in enabling children with SEND to have access to an appropriate curriculum
- Encourage and promote independence in the children
- Liaise with the Class Teacher
- Help to prepare resources and adapt materials
- Lead, monitor and review interventions to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of life at school.



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Pupils

- Are encouraged to participate fully in the life of the school and adhere to the school rules and values
- Actively participate in learning
- Have a role to play in voicing their suggestions as to how the teachers can help them to learn better
- Comment on how they feel they are progressing through their learning
- Be a positive and respectful member of school community

Facilities

At Laurel Lane, we have a range of facilities to support pupils with SEND and regularly review these to ensure the pupils have the correct environment to learn in. These include two sensory rooms (one in the Pond and one in the main school), several intervention spaces or pods in the corridors and OT room. In addition to this, the Rainbow room is a space available to support pupils regulate. Within the classroom, pupils who require them can have individual workstations. Reasonable adjustments are considered on an individual basis and dependant on need.

PROVISION – Intervention

Intervention is carried out by the school and is **'additional to or different from'** the usual adaptations made to the curriculum. It can take the form of:

- Using different learning materials in the classroom
- Making reasonable adjustments within the physical/sensory environment
- Making reasonable adjustments to routines
- Support staff in the classroom
- A more focused level of support in a small group withdrawn from the class

Interventions are mapped out at the beginning of each term and planned to work on a 10-week cycle, after which the provision is reviewed to assess the impact that has been made.

Bespoke pastoral and learning support is enhanced by our Learning Mentor, who leads Social Skills Groups, Nurture Groups and a range of programmes to support the Social, Emotional and Behavioural development of our pupils.

Mental Health

At Laurel Lane Primary, we recognise that children learn best when they are happy and feel supported. We understand that children may need support with their mental health for either short bursts or longer periods of time. In these circumstances, we have a trained ELSA (Emotional Literacy Support Assistant) who will work with the child in addition to an extensive pastoral team on hand to offer support. We also have Elinor from Hillingdon CAHMS who can lead intervention and offer support.

Transition

We recognise that many pupils particularly those with SEND may find transition to the next academic year or key stage a challenge. The school operate an extensive program to support for transition for all pupils, however, for those with SEND they might also receive:

- Additional time in their new class
- Social stories
- Countdowns/ Timetables
- Extra sessions with their new teacher

Through these activities we can ensure that pupils feel supported as they progress through Laurel Lane. For those pupils who would benefit, we react a team around the child, selected adults who have a relationship with the child and who are best placed to support the children during moments of dysregulation or when learning.



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When pupils start at our school, contact will be made with the SEND team at the previous establishment to ensure any relevant information is known in good time.

When pupils with SEND progressed onto secondary school, the SENDCo from the primary school and the SENDCO from the secondary school will meet to discuss the needs of the incoming pupils during the summer term. Where pupils have an EHCP, the SENDCo from the secondary school will be invited to attend the final annual review.

External Services

When a child is demonstrating further cause for concern or their learning need is more complex or persistent than can be met by the school interventions, or the cost of these interventions exceed £6000, school will engage with external services which may include a statutory or non-statutory funding application to the borough where the lives.

The following criteria is considered:

- **Reasonable adjustments have been made but not having the desired impact on the child**
 - They continue working at levels substantially below that of a child of a similar age even when teaching approaches have been targeted on an identified area of weakness
 - They continue to have difficulty in developing Literacy and Numeracy skills
 - Has emotional or behavioural difficulties when substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualized behaviour management Programme
 - Has sensory or physical needs and require additional specialist equipment or require regular advise or visits by a specialist service
 - Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
 - A child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school.

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from **external services** is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- Act in an advisory capacity to refine targets set by the school
- Extend the expertise of the teaching staff
- Provide additional assessments
- Be involved in supporting the child directly
- Suggest that a statutory assessment is advisable
- Consult with all parties involved with the child.

The Inclusion Team, Support Staff and Learning Mentor are assigned across the whole school to support SEND pupils according to need.

Statutory Assessment: EHC Plan (Education, Health Care Plan)



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When a child is demonstrating a **significant** cause for concern or their learning need is more **complex and persistent** than can be met by the interventions already put in place, statutory assessment may be considered. The EHC Plan incorporates all information about the child from birth. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required by the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel.

The Local Authority will need to have:

- Information about the child's progress over time
- Documentation in relation to the special educational need
- Details of action taken by the school to meet the child's special education needs
- Particulars of any special resources or arrangements put in place

Reviews:

Informal review and liaison between parents, Support Staff and Class Teachers occurs as frequently as is necessary, sometimes daily. Parents and outside agencies are invited to attend formal reviews which are conducted in line with LA guidance. EHC Plans are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

Support is in place for looked-after and previously looked-after children with SEND

At Laurel Lane, Miss Attwood is the designated teacher for looked-after children and previously looked-after children here. She will work with Mrs Rowden, the SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND 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. However, looked-after pupils will also have a personal education plan.

Recording

Records are kept on each child. These files are stored in lockable filing cabinets in the office area or on the school shared network. Provision map is used by the school as an online platform to store documents, meetings logs and review provision. Once a child's individual need is identified it is recorded on the school's SEND register. There is also a Medical List to enable staff to be kept informed of any medical information -this is updated by the Welfare Assistant, Mrs Knight, on a regular basis. The school's flexible approach allows for children to access support and intervention as and when necessary.

Complaints

We hope that complaints about SEND provision will be rare; however, if there should be a concern the process outlined in the school's Complaints policy should be followed.

Admissions

For pupils who require access arrangements for mobility issues we will make any necessary reasonable adjustments. For further information, our admissions policy is available on the website.

The Local Offer



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Since the publication of the 2014 Children and Families Act, it became a legal requirement for all local authorities to have a Local Offer. This is the published information regarding the SEND provision and support what is available for people with SEND in Hillingdon from 0-25 years old.

To access Hillingdon's Local Offer, please follow the link below:

<https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>

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
- **SENDCO** – 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



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- **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