



**LAUREL LANE**  
*Primary School*

## **Laurel Lane's SEND Information Report 2025 - 2026**

### **Introduction**

At Laurel Lane Primary School, we warmly welcome everyone into our community. Staff, governors, pupils and parents work together to create a happy and inclusive environment where every child can thrive, reach their full potential and grow into confident individuals. We are committed to enhancing the life chances of all our pupils and supporting them throughout their learning journey.

Our SEND provision is designed to build pupils' confidence through adaptive teaching and tailored support, enabling them to achieve their best and develop independence at a pace that suits their individual needs. Our core values of compassion, collaboration, creativity and curiosity are embedded throughout the school, from The Pond Nursery to Year 6, encouraging all children to become lifelong learners.

We are dedicated to narrowing the attainment gap between SEND and non-SEND pupils. Alongside our focus on high-quality, first teaching, we provide additional support where needed. This may include short-term intervention programmes, mentoring, pastoral support, or longer-term personalised plans, depending on each child's needs.

If you believe your child may have special educational needs and/or a disability and would like to learn more about the support we offer at Laurel Lane Primary School, please contact us on **01895 462360** or email [laurellane@fraysacademytrust.org](mailto:laurellane@fraysacademytrust.org).

### **Meet the team**

#### **Headteacher – Mrs Moffatt**

Mrs Moffatt joined Laurel Lane in September 2024, bringing with her several years of experience as a teacher and school leader. She is dedicated to serving the school community and ensuring that all pupils thrive during their time at Laurel Lane Primary School. Working alongside the Frays Academy Trust central team, Mrs Moffatt oversees the strategic development of the school.

#### **Interim Deputy Headteacher and Designated Safeguarding Lead (DSL) – Miss Attwood**

Miss Attwood plays a key strategic role within the senior leadership team. As the DSL, she is responsible for all aspects of safeguarding and child protection, including online safety. She also leads on provision for a range of pupil groups, including ethnic minority pupils, looked after children, pupils with English as an additional language, able, gifted and talented pupils, pupil premium children and others who may require additional support.



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### **SENDCo and Assistant Head of Inclusion – Mrs Rowden**

*(Awarded the National Award for Special Educational Needs Coordination in 2022 by Bath Spa University)*

Mrs Rowden is responsible for implementing the Special Educational Needs Policy and coordinating provision for pupils with SEND. She works closely with staff to monitor pupil progress and plan further interventions where needed. She also liaises regularly with a wide range of external agencies to access specialist advice and support.

With over 15 years of classroom experience as a qualified teacher, Mrs Rowden is well placed to identify, implement and evaluate SEND provision at Laurel Lane. Her role aligns with the responsibilities outlined in the Special Educational Needs and Disability Code of Practice (2015).

**Mrs Rowden can be contacted on 01895 462360 or via email at [laurellane@fraysacademytrust.org](mailto:laurellane@fraysacademytrust.org).**

### **Class Teachers and Subject Leaders**

At Laurel Lane, we believe pupils achieve their best through high-quality teaching delivered by the class teacher. Through ongoing professional development, all staff are supported to meet the needs of pupils with SEND. Classroom provision is carefully designed to promote independence through the use of appropriate resources, targeted adaptations, scaffolding and environmental or sensory support.

### **Learning Mentor – Mrs Keenan**

Mrs Keenan supports pupils in overcoming barriers to learning and maintaining their wellbeing. She works closely with children who may feel overwhelmed or disengaged and provides targeted interventions to support challenges such as bereavement, self-esteem, young carers' needs, anger management and relationships.

### **Learning Support Assistants (LSAs)**

Our Inclusion LSAs deliver a range of targeted therapies for pupils with Education, Health and Care Plans. These include Speech and Language support, Occupational Therapy activities, sensory programmes, Zones of Regulation and social skills development. All interventions are monitored by the SENDCo to ensure progress towards individual targets.



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### **Specific Purpose Learning Support Assistants**

Some pupils require additional support to fully access learning. In these cases, tailored, specific support is provided to help pupils engage with their learning and develop independence.

### **Educational Psychologists – London Borough of Hillingdon (Dr C. Ramos and Dr T. Rahman)**

Educational Psychologists work in partnership with families, school staff, and other professionals to ensure pupils can access their education fully. Their work includes observation, assessment, consultation, and formal reporting, with recommendations to support pupils' needs.

### **Speech and Language Therapist – Miss Richards**

Miss Richards works with identified pupils to support speech and language development. Her role includes assessment, planning and delivering targeted interventions, as well as providing advice and training for staff.

### **Occupational Therapist – Miss Hibaq**

The Occupational Therapist supports pupils in developing everyday living skills and improving independence. She works with children to build the skills needed for full participation in school life.

### **Physiotherapist – Ms Harding**

Ms Harding supports pupils affected by injury, illness, or disability through movement and exercise, helping to improve mobility and physical functioning.

### **Education Mental Health Practitioner – Miss Elinor Howells**

Miss Howells works with families to support behavioural and anxiety-related needs through structured intervention programmes. She provides support through class-based work, small group sessions, staff training, and parent workshops.

### **External Agencies and Support Services**

We also work closely with a range of local authority and voluntary sector services, including:

- GPs and paediatricians
- School nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Centre (CDC), Hillingdon Hospital
- Participation Officers
- Children's Services and SEND Advisory Services
- Therapy dog support



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### Partnership with Parents

A strong partnership between parents and the school is central to promoting a culture of high expectations for pupils with SEND. We actively encourage parental involvement through termly consultations, newsletters, annual reports, SEND review meetings, coffee mornings and informal discussions.

We are committed to building positive relationships with families through our 'open door' approach, ensuring parents feel welcome to share any concerns with the team. Both pupils and parents are at the heart of our decision-making process, enabling us to plan high-quality, personalised learning pathways tailored to each child's individual needs. We aim to be flexible when arranging meetings to accommodate parental availability.

When a child's special educational needs are first identified, we contact parents promptly to share information, raise awareness, and invite them into school to discuss next steps. Ongoing communication is maintained through termly consultations, review meetings, as well as regular contact via phone and email. This ensures that any concerns or challenges can be addressed quickly and effectively.

### Aims of the Inclusion Team

1. To be an inclusive school, ensuring equality of opportunity for all groups of children.
2. To ensure that pupils' Special Educational Needs are identified, assessed and supported within a broad and balanced curriculum.
3. To recognise and fulfil our responsibilities to pupils with learning difficulties.
4. To recognise and support pupils with medical conditions.
5. To recognise and nurture pupils with higher levels of ability.
6. To work in partnership with pupils, parents, external agencies, and feeder and receiving schools.
7. To provide a clear framework for SEND within the school, including identification, assessment, provision, recording, monitoring, review and evaluation.
8. To develop a whole-school approach to meeting and evaluating SEND through effective curriculum planning and ongoing staff training where needed.
9. To provide appropriate resources that meet the individual needs of pupils.
10. To ensure every pupil has the opportunity to achieve academically, as well as develop spiritually, morally, socially and culturally.
11. To support pupils in becoming respectful, active members of the school community.



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12. To ensure the school fully complies with statutory requirements, including the Education Act 1996, the Disability Discrimination Act 2005, the SEND Regulations, the SEND Code of Practice (2015), the Equality Act 2010, and other relevant guidance.

### The four areas of need

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

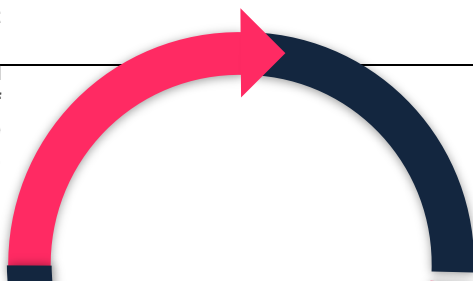
These four areas of need are identified in the SEND Code of Practice 2015.

### 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.



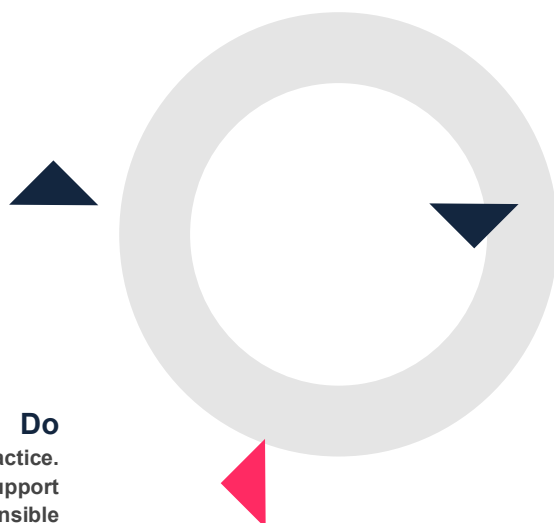


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## Assess

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.

Our approach follows the graduated model of action and intervention outlined in the SEND Code of Practice (2015). It recognises that SEND exists along a continuum and that, where needed, increasingly specialised support and expertise may be required to address a child's individual needs.

Throughout the Early Years, Key Stage 1 and Key Stage 2, pupils are assessed using nationally set criteria alongside regular low-stakes assessments to monitor progress across all areas of learning. At key points during the year, baseline assessments are used to identify needs and measure the impact of interventions.

In Reception and again in Year 3, pupils complete the Language Link assessment to evaluate their understanding of language used in the classroom. Where appropriate, the British Vocabulary Scale may also be used to gain further insight into a pupil's language comprehension. In Key Stage 2, additional assessments may include screening for working memory difficulties and indicators of dyslexia. These universal screening tools support the Inclusion team in ensuring that all pupils receive appropriate and effective provision.

Teachers and support staff play a key role in identifying any additional barriers to learning, including social and emotional needs. Pupil progress is closely monitored through a robust assessment system. If a pupil is not making expected progress, further support may be implemented through targeted interventions or, where necessary, the involvement of external agencies for more specialised assessment and guidance. Parents and pupils are actively involved in this process, with the SENDCo seeking both parental views and pupil voice.



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Following assessment and consultation, a pupil's needs may be formally identified and recorded on the SEND Register. A personalised learning plan or pupil passport is then created, outlining individual targets and the provision in place. These are typically reviewed termly, with new targets set in collaboration with staff, parents and the pupil. A copy of this document is shared with parents or carers.

The SEND Register is regularly reviewed, and pupils may be added or removed in response to their changing needs, always in consultation with parents or carers.

### **PROVISION – Teaching and learning**

Raising pupils' achievement is our central priority. We achieve this by regularly reviewing our provision and delivering an engaging, stimulating curriculum set within meaningful and relevant contexts. Teachers use a wide range of assessment data to evaluate the impact of teaching on pupils' learning and progress. When planning, teachers carefully consider the abilities and needs of all pupils, adapting their teaching to ensure learning is appropriately tailored.

The National Curriculum and Early Years Foundation Stage (EYFS) outcomes form the foundation of our planning, enabling us to meet the needs of individuals and groups through:

- Setting appropriate learning challenges
- Responding to diverse learning needs
- Identifying and removing barriers to learning and assessment
- Working in partnership with parents and external agencies

Our curriculum is further enriched with real-life experiences to ensure learning is meaningful and inclusive. We strive to reflect our local community while fostering respect and understanding of different cultures, backgrounds and perspectives. Lessons are adapted to meet a range of needs, and staff use a variety of teaching approaches. Teachers work closely with the Senior Leadership Team to monitor progress, set achievable targets, develop Learning Plans and evaluate the impact of interventions.

#### Class Teachers

Class teachers are responsible for ensuring all pupils can access learning. They do this by:

- Planning lessons and activities with appropriate adaptations
- Providing inclusive, high-quality teaching for all pupils
- Adapting the curriculum to suit different learning styles, interests and abilities
- Ensuring all pupils can fully participate in lessons and activities
- Monitoring individual progress
- Celebrating achievements
- Identifying pupils who require additional or different support
- Setting targets and discussing progress with pupils and parents

#### **Support Staff**

Support staff play a key role in supporting learning by:

- Supporting teachers in delivering high-quality, inclusive classroom teaching
- Helping pupils with SEND access the curriculum



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- Encouraging independence
- Working closely with class teachers
- Preparing and adapting resources
- Delivering, monitoring and reviewing targeted interventions
- Promoting inclusion across all aspects of school life

### **Pupils**

Pupils are encouraged to:

- Take an active role in school life and follow the school's values and expectations
- Engage fully in their learning
- Share their views on how they learn best
- Reflect on their own progress
- Be respectful and positive members of the school community

### **Facilities**

Laurel Lane Primary School provides a range of facilities to support pupils with SEND, which are regularly reviewed to ensure suitability. These include:

- Two sensory rooms (one in The Pond and one in the main school)
- Dedicated intervention spaces and corridor pods
- An Occupational Therapy (OT) room
- The Rainbow Room, which supports pupils with emotional regulation
- Individual workstations within classrooms, where required

Reasonable adjustments are made on an individual basis to ensure all pupils can access a safe, supportive and effective learning environment.

### **PROVISION – Intervention**

Intervention at Laurel Lane Primary School is planned as support that is *additional to or different from* the usual classroom adaptations. It may include:

- The use of alternative or adapted learning materials
- Adjustments to the physical or sensory environment
- Changes to daily routines
- Additional support from staff within the classroom
- Targeted small-group interventions delivered outside the classroom

Interventions are planned at the beginning of each term and typically follow a 10-week cycle. At the end of each cycle, provision is reviewed to evaluate its impact and inform next steps.

Bespoke pastoral and learning support is further strengthened by our Learning Mentor, who leads Social Skills Groups, Nurture Groups, and a range of targeted programmes to support pupils' social, emotional and behavioural development.

### **Mental Health**

At Laurel Lane Primary, we recognise that children learn best when they feel happy, safe and supported. We understand that pupils may require mental health support at different points in their school journey, whether short-term or ongoing.



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To support this, we have a trained Emotional Literacy Support Assistant (ELSA), alongside a dedicated pastoral team, who work closely with pupils to address their needs. In addition, we work with Elinor from Hillingdon CAMHS, who provides further intervention and guidance where required.

### **Transition**

We recognise that transitions—whether between year groups or key stages—can be particularly challenging for some pupils, especially those with SEND. While all pupils benefit from a structured transition programme, additional support for pupils with SEND may include:

- Extra time in their new classroom
- The use of social stories
- Visual timetables and countdowns
- Additional sessions with their new teacher

These approaches help ensure pupils feel prepared, supported and confident as they move through the school.

Where appropriate, a 'Team Around the Child' approach is used. This involves identifying key adults who know the pupil well and are best placed to provide support during times of difficulty or when additional help is needed with learning or emotional regulation.

### **Starting School and Moving On**

When pupils join Laurel Lane, we liaise closely with their previous setting to ensure all relevant information is shared and appropriate support is in place from the outset.

For pupils transitioning to secondary school, the primary and secondary SENDCos meet during the summer term to discuss individual needs and ensure continuity of provision. For pupils with an Education, Health and Care Plan (EHCP), the receiving secondary SENDCo is invited to the final annual review.

## **External Services**

When a child presents a significant cause for concern, or their learning needs are more complex and persistent than can be met through existing interventions, a statutory assessment may be considered. An Education, Health and Care (EHC) Plan brings together comprehensive information about the child, including input from education, health and other relevant professionals involved in their support.

Where a statutory assessment is deemed appropriate, the school—working in consultation with the child, parents and external agencies—will submit detailed reports to the Local Authority's Provision Panel for consideration.

### **The following criteria is considered:**

Despite reasonable adjustments being made, these may not have the desired impact on the child. Indicators that additional or more specialised support may be required include:

- The child continues to work at levels significantly below those expected for their age, even when teaching has been carefully targeted to address identified areas of need.
- Ongoing difficulties in developing literacy and numeracy skills.
- Emotional or behavioural difficulties that regularly and significantly affect the child's own learning



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or that of others, despite the implementation of an individualised behaviour support programme.

- Sensory or physical needs that require specialist equipment, or regular advice and support from external services.
- Persistent communication or interaction difficulties that hinder the development of social relationships and create substantial barriers to learning.
- The child's needs become more complex or specific as they progress through the school.

For these pupils, the gap between their attainment and that of their peers may be widening, indicating the need for further investigation and support.

Following discussions between school staff and parents, a decision may be made to seek support from external services. Parental consent will always be obtained before any involvement. External professionals will require access to the child's records to review strategies already in place and assess next steps.

External specialists may:

- Provide advice to refine and develop targets set by the school
- Enhance the expertise and understanding of teaching staff
- Carry out additional assessments
- Work directly with the child where appropriate
- Recommend that a statutory assessment is considered
- Liaise with all professionals involved in supporting the child

Across the school, the Inclusion Team, Support Staff and Learning Mentor work collaboratively to support pupils with SEND, ensuring provision is tailored to individual needs.

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

When a child's needs present a significant cause for concern, or where their learning difficulties are more complex and persistent than can be met through the interventions already in place, a statutory assessment may be considered. An Education, Health and Care (EHC) Plan brings together comprehensive information about the child, including contributions from education, health and other relevant agencies involved in their development.

Where a statutory assessment is deemed appropriate, the school—working in consultation with the child, parents and external professionals—will submit detailed reports to the Local Authority's Provision Panel for consideration.

The Local Authority will require:

- Evidence of the child's progress over time
- Documentation outlining the nature of the special educational need
- Details of the actions taken by the school to support the child



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- Information about any additional resources or specific arrangements that have been implemented

### **Reviews**

Ongoing communication between parents, support staff and class teachers takes place regularly and informally, often on a daily basis where needed.

Formal review meetings are held in line with Local Authority guidance, with parents and relevant external professionals invited to attend. EHC Plans are reviewed annually, during which parental views and the child's progress are carefully considered.

Where significant concerns arise, additional review meetings can be arranged at any time. For children under the age of five, formal reviews are conducted every six months.

### **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 and previously looked-after children. She works closely with Mrs Rowden, the SENDCo, to ensure that all staff understand how a pupil's care status and SEND needs may interact, and the implications this has for teaching and learning.

Pupils who are looked-after or previously looked-after are supported in a similar way to other pupils with SEND. In addition, looked-after children will have a Personal Education Plan (PEP) in place to further support their individual needs and progress.

### **Recording**

Records are maintained for each child and are stored securely in lockable filing cabinets within the school office or on the school's secure shared network. The school uses Provision Map as an online platform to store documentation, record meeting logs, and review support provision.

Once a child's individual needs have been identified, they are recorded on the school's SEND register. In addition, a medical list is maintained to ensure staff are aware of any relevant medical information. This is regularly updated by the Welfare Assistant, Mrs Knight.

Our flexible approach ensures that pupils can access support and interventions as and when these are needed.

### **Complaints**

We hope that concerns about SEND provision will be rare; however, should any arise, they will be addressed in line with the school's Complaints Policy.

### **Admissions**

For pupils who require access arrangements due to mobility needs, reasonable adjustments will be made as necessary. Further information can be found in the school's Admissions Policy, which is available on the website.



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### The Local Offer

Following the introduction of the Children and Families Act (2014), it became a legal requirement for all local authorities to publish a Local Offer. This provides information about the SEND provision and support available for children and young people aged 0–25 in Hillingdon.

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



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- **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
- **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