



LAUREL LANE *Primary School*

Laurel Lane Primary School SEND Information Report 2026 - 2027

Introduction

At Laurel Lane Primary School, we welcome everyone into our community. Staff, governors, pupils and parents work together to make our school a happy and welcoming place where children can achieve their full potential and develop as confident individuals. We are dedicated to improving outcomes and life opportunities for all pupils and supporting them throughout their learning journey.

Our SEND provision aims to build pupils' confidence through adaptive teaching and appropriate support, enabling them to maximise their potential, develop independence and make progress at a pace that is right for them. Our school values of compassion, collaboration, creativity and curiosity are embedded throughout the school, from The Pond Nursery to Year 6, supporting all children to become lifelong learners.

We are committed to narrowing the attainment gap between pupils with SEND and their peers. Alongside our focus on quality-first teaching, support may include targeted interventions, mentoring, pastoral support, and personalised targets or provision tailored to individual need.

If you think your child may have a special educational need and/or disability (SEND), or you would like to find out more about the support available at Laurel Lane Primary School, please contact us on 01895 462360 or email laurellane@fraysacademytrust.org.

Meet The Team

At Laurel Lane Primary School, we believe that every child deserves the opportunity to thrive and achieve their full potential. A range of experienced staff work together to ensure that pupils with SEND receive the support they need to access learning, develop independence and make progress.

Headteacher - Mrs Moffatt

Mrs Moffatt provides strategic leadership for the school and works closely with staff, governors and the FRAYS Academy Trust to ensure that all pupils, including those with SEND, receive a high-quality education and the support they need to succeed.

Designated Safeguarding Lead (DSL) - Miss Walton

Miss Walton is responsible for safeguarding and child protection across the school, including online safety. She oversees support for vulnerable groups of pupils and works closely with families, staff and external agencies to ensure pupils' needs are identified and appropriately supported.

Deputy Designated Safeguarding Lead (DDSL) - Miss Attwood

Miss Attwood supports safeguarding across the school and leads on teaching, learning and curriculum development, helping to ensure that all pupils can access a broad and inclusive curriculum.

SENDCo and Assistant Headteacher for Inclusion - Mrs Rowden

Mrs Rowden is the school's Special Educational Needs and Disabilities Coordinator (SENDCo) and holds the National Award for SEN Coordination. She leads and manages SEND provision across the school, working closely with pupils, families, staff and external professionals to ensure that support is tailored to individual needs. She monitors progress, coordinates interventions and advises staff on effective strategies to support pupils with SEND.



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Mrs Rowden can be contacted via the school office on 01895 462360 or by emailing laurellane@fraysacademytrust.org.

Class Teachers and Subject Leaders

Class teachers are responsible for the progress and development of every child in their class. Through high-quality adaptive teaching, ongoing assessment and personalised support, teachers ensure that pupils with SEND can access learning and achieve success. Staff receive regular professional development to strengthen their understanding of SEND and inclusive practice.

Learning Mentor - Mrs Keenan

Mrs Keenan provides pastoral and emotional support for pupils who may experience barriers to learning. She works with children individually and in groups to support areas such as emotional wellbeing, self-esteem, bereavement, friendship difficulties, young carers' needs and managing challenging emotions.

Learning Support Assistants (LSAs)

Our Learning Support Assistants play a vital role in supporting pupils both within and beyond the classroom. They deliver targeted interventions and personalised programmes, including speech and language activities, sensory support, social skills development and emotional regulation strategies. Their work is closely monitored by the SENDCo to ensure it supports pupils' individual outcomes.

Specific Purpose Learning Support Assistants

Some pupils require more intensive support to access learning. Where appropriate, a Specific Purpose Learning Support Assistant may provide additional assistance to help pupils engage successfully with school life while promoting increasing independence.

Specialist Services

Where additional expertise is required, we work closely with a range of external specialists and agencies. These may include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Education Mental Health Practitioners (EMHPs)
- School Nursing Services
- GPs and Paediatricians
- Child and Adolescent Mental Health Services (CAMHS)
- Child Development Centre (CDC)
- Children's Services
- SEND Advisory Services
- Participation Team
- Voluntary and community support services

These professionals may assess pupils, provide specialist advice, recommend strategies and programmes, deliver interventions or support staff and families to ensure that children receive the best possible provision.



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Partnership with Parents

The partnership between home and school plays a vital role in supporting pupils with SEND and promoting positive outcomes. We encourage strong relationships with parents and carers through termly consultation meetings, annual reports, SEND review meetings, coffee mornings, workshops and informal discussions. We operate an open-door approach and welcome parents to contact the relevant member of staff if they have any concerns or questions.

Pupils and their families are at the heart of decision-making, ensuring that support and provision are carefully planned around each child's individual strengths and needs. We aim to accommodate parental availability when arranging meetings wherever possible. When a special educational need or disability is identified, we contact parents promptly to discuss our observations, share information and agree next steps. Ongoing communication is maintained through meetings, telephone calls and email correspondence, enabling concerns, difficulties and successes to be shared and addressed in a timely manner.

Aims of the Inclusion Team

- To be an inclusive school where equality of opportunity is a reality for all pupils.
- To ensure that pupils' special educational needs and disabilities (SEND) are identified, assessed and appropriately supported within a broad and balanced curriculum.
- To recognise and respond effectively to the needs of pupils with SEND.
- To recognise and fulfil our responsibilities towards pupils with medical conditions.
- To recognise and nurture the needs of more able pupils.
- To work in partnership with pupils, parents and carers, external agencies, feeder settings and receiving schools.
- To provide a clear framework for SEND provision, including identification, assessment, planning, implementation, monitoring, review and evaluation.
- To promote a whole-school approach to meeting the needs of pupils with SEND through effective curriculum design, staff training and high-quality teaching.
- To provide and develop resources that meet the individual needs of pupils.
- To ensure that every pupil has the opportunity to achieve their full potential academically, spiritually, morally, socially and culturally.
- To support pupils in becoming respectful, responsible and active members of the school community.
- To ensure that the school complies with the relevant requirements of the Children and Families Act 2014, the SEND Code of Practice (2015), the Equality Act 2010 and all other relevant statutory guidance and legislation.

The four areas of need

Our school currently provides support for pupils with a range of special educational needs and disabilities (SEND), including those within the four broad areas of need identified in the SEND Code of Practice:

Area of need	Condition
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia



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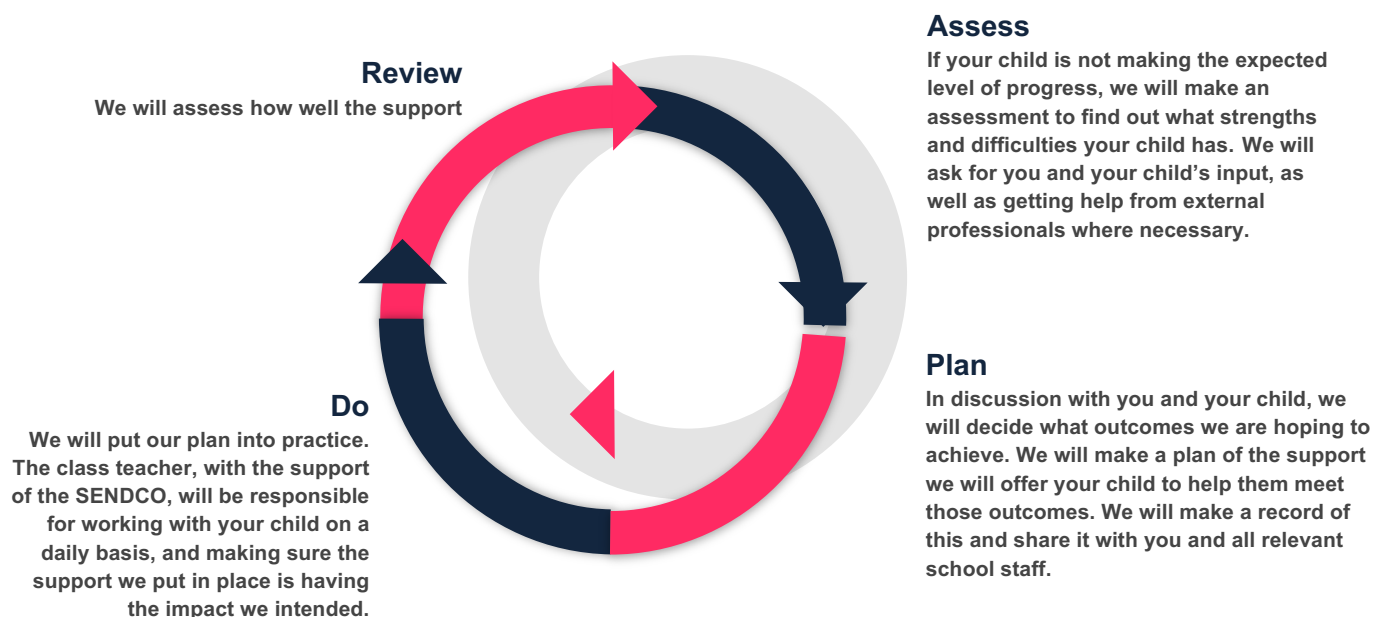
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		Moderate learning difficulties
		Severe learning difficulties
Social, emotional and mental health		Attention deficit hyperactive disorder (ADHD)
		Attention deficit disorder (ADD)
Sensory and/or physical		Hearing impairments
		Visual impairment
		Multi-sensory impairment
		Physical impairment

These four broad areas of need are identified within the SEND Code of Practice (2015) and provide a framework for understanding and supporting pupils with special educational needs and disabilities. It is important to recognise that individual pupils may have needs that span more than one area, and support is planned according to each child's unique strengths and needs.

Assessment and Identification

The school follows the graduated approach outlined in the SEND Code of Practice (2015) through a cyclical process of Assess, Plan, Do and Review. This approach ensures that pupils' needs are identified, appropriate support is put in place, the impact of provision is monitored, and future support is adapted in response to the pupil's progress and outcomes.





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Our school follows the graduated approach set out in the SEND Code of Practice (2015). This approach is based on a continuous cycle of Assess, Plan, Do and Review, ensuring that pupils receive the right support at the right time. It recognises that SEND exists on a continuum and that, where necessary, increasingly specialised expertise and support may be required to meet a child's individual needs and help them make progress across the curriculum.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2, pupils are assessed using a range of formative and summative assessment methods to monitor progress across all areas of learning. Universal screening assessments are used at key points throughout the school to identify pupils who may benefit from additional support. In Reception and Year 3, pupils complete Language Link assessments, which help identify any difficulties with understanding and using language within the classroom environment. Where appropriate, additional assessment tools, such as the British Picture Vocabulary Scale (BPVS), may be used to gain a deeper understanding of a pupil's language development. In Key Stage 2, pupils may also complete assessments relating to working memory and literacy skills, which can indicate the need for further investigation into specific learning difficulties, including dyslexia. These screening tools help the Inclusion Team to identify needs early and ensure appropriate support is put in place.

Teachers and support staff play a vital role in identifying any barriers to learning, including social, emotional and mental health needs. Progress is monitored through a rigorous assessment and tracking process. Where a pupil is not making expected progress, additional support may be implemented through targeted interventions and, where appropriate, support from external agencies. The SENDCo works closely with parents, carers and pupils to gather their views and ensure that support is tailored to meet individual needs.

Following assessment and consultation with staff, parents and the pupil, where appropriate, a special educational need or disability may be identified and recorded on the school's SEND Register. A pupil passport or learning plan may then be created to outline the child's strengths, areas of need, agreed targets and the provision being provided. This information is shared with all relevant staff to ensure a consistent approach to support. Copies of pupil passports and support plans are shared with parents and carers, who are encouraged to contribute to the review process.

The SEND Register is reviewed regularly by the SENDCo and senior leaders. Pupils may be added to or removed from the register as their needs change and in consultation with parents and carers. Decisions are made using assessment information, professional judgement and the views of the child and their family.

PROVISION – Teaching and Learning

At Laurel Lane Primary School, raising pupils' achievement is a key priority. We are committed to providing an ambitious, engaging and inclusive curriculum that enables all children to achieve their full potential. Our curriculum is based on the National Curriculum and the Early Years Foundation Stage (EYFS) framework and is carefully adapted to meet the needs of individual pupils and groups of learners.

We achieve this through high-quality, adaptive teaching, high expectations for all pupils and a strong focus on removing barriers to learning. Staff use a range of assessment information to monitor progress, identify needs and evaluate the impact of teaching and support. Learning is planned to provide appropriate challenge while responding to pupils' differing strengths, interests and learning needs.

Our curriculum is enriched through a wide range of meaningful experiences that help pupils make connections between their learning and the wider world. We celebrate diversity and aim to reflect both our local community



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and the wider society, helping children develop understanding, respect and appreciation of different cultures, backgrounds and experiences. We work closely with families and external agencies to ensure the best possible outcomes for all pupils.

Class teachers are responsible for the learning, progress and development of every pupil in their class, including those with SEND. They do this by:

- Providing high-quality, adaptive teaching.
- Making reasonable adjustments and adaptations where required.
- Planning learning that meets the needs of individual pupils.
- Monitoring progress and identifying any additional support required.
- Setting and reviewing targets with pupils and parents.
- Celebrating achievement and promoting confidence and independence.
- Ensuring all pupils can participate fully in learning and wider school life.

Learning Support Assistants work alongside teachers to support pupil achievement and inclusion. They help pupils access learning, develop independence and participate fully in the curriculum. Support staff may also deliver targeted interventions, prepare adapted resources, monitor progress and work closely with teachers and the SENDCo to ensure support remains effective and responsive to pupils' needs.

We encourage pupils to play an active role in their education. Children are supported to share their views, reflect on their progress, contribute to discussions about their support and participate fully in the life of the school. We aim to develop confident, respectful and resilient learners who embody our school values.

Facilities and Resources

Laurel Lane Primary School has a range of facilities designed to support pupils with SEND and promote inclusion. These include sensory spaces, intervention rooms, small-group learning areas and a dedicated occupational therapy room. Our Rainbow Room provides a calm and supportive environment where pupils can regulate their emotions and access additional support when needed.

Within classrooms, a variety of reasonable adjustments may be provided, including individual workstations, adapted resources, sensory equipment and environmental modifications. These adjustments are considered on an individual basis and are tailored to each pupil's needs, enabling them to access learning successfully and make progress alongside their peers.

PROVISION – Interventions

Interventions provided by the school is considered to be additional to or different from the adaptive teaching and provision ordinarily available within the classroom. This support may include:

- The use of alternative or additional learning resources.
- Reasonable adjustments to the physical or sensory environment.
- Reasonable adjustments to routines and expectations.
- Support from learning support assistants within the classroom.
- Targeted intervention programmes delivered individually or in small groups.

Interventions are planned and reviewed on a termly basis. Provision is typically delivered over a ten-week cycle and is then evaluated to assess its impact on pupils' progress and wellbeing. Outcomes from these reviews inform future planning and support.



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Bespoke pastoral and learning support is further enhanced through our Learning Mentor, who delivers social skills groups, nurture groups and a range of programmes designed to support pupils' social, emotional and behavioural development.

Mental Health and Emotional Wellbeing

At Laurel Lane Primary School, we recognise that children learn best when they feel safe, happy and supported. We understand that some pupils may require support with their mental health and emotional wellbeing at different points throughout their school journey, whether on a short-term or longer-term basis. To support this, we have a trained Emotional Literacy Support Assistant (ELSA) who works with pupils individually or in small groups. This provision is complemented by our wider pastoral team, who provide additional support when needed. We also work closely with our Education Mental Health Practitioner (EMHP), Elinor, who is able to offer advice, consultation and targeted intervention for pupils and families.

Transition

We recognise that transitions can be particularly challenging for some pupils, especially those with SEND. We therefore provide a range of support to help pupils feel confident and prepared for changes within their education. While all pupils benefit from a comprehensive transition programme, pupils with SEND may also receive:

- Additional visits to their new classroom or setting.
- Social stories to prepare them for change.
- Visual timetables or countdown resources.
- Additional opportunities to spend time with their new teacher and support staff.

Through these approaches, we aim to ensure that pupils feel secure and supported as they progress through Laurel Lane Primary School. Where appropriate, a Team Around the Child approach may be used to identify key adults who can provide additional support during learning, social times or periods of emotional dysregulation. When a pupil joins Laurel Lane Primary School, we work closely with their previous setting to gather relevant information and ensure that appropriate support is in place from the outset. Where applicable, the SENDCo will liaise directly with staff from the previous school or early years setting to support a smooth transition.

When pupils with SEND transfer to secondary school, the SENDCo works closely with receiving schools to share information and discuss individual needs. Transition meetings are held during the summer term to ensure that appropriate provision is planned. Where a pupil has an Education, Health and Care Plan (EHCP), representatives from the receiving secondary school will be invited to attend the pupil's final annual review meeting wherever possible.

Foundational skills

Secure foundational skills provide the basis for future success, academic achievement and wellbeing. Developing strong foundations in reading, writing, mathematics and executive functioning is essential for all pupils. At Laurel Lane, we prioritise the early identification of gaps in learning so that appropriate support and intervention can be implemented to help pupils make progress and succeed. Teachers use assessment information to adapt teaching, provide targeted support and carefully plan learning to meet the needs of all pupils. Where additional support is required, Learning Support Assistants work under the direction of the class teacher to deliver interventions and scaffold learning, promoting both progress and independence.



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External Services

When a child presents with significant and complex needs, or where their learning needs remain persistent despite sustained and targeted support, a statutory assessment may be considered. An Education, Health and Care (EHC) Plan brings together information from education, health and social care professionals to identify a child's needs and the provision required to support them.

Where a statutory assessment is considered appropriate, the school, in partnership with the child, parents or carers and any relevant professionals, will submit evidence to the Local Authority for consideration. This evidence may demonstrate that:

- Reasonable adjustments and targeted interventions have been implemented but have not had the desired impact.
- The child continues to work at levels significantly below those expected for their age despite targeted support.
- The child continues to experience significant difficulties in developing literacy and numeracy skills.
- Social, emotional or behavioural needs substantially and consistently impact the child's learning or the learning of others, despite appropriate support and intervention.
- The child has sensory or physical needs that require specialist equipment, advice or ongoing involvement from external services.
- The child has ongoing communication and interaction difficulties that create significant barriers to learning and the development of social relationships.
- The child's needs have become increasingly complex or specific and require a greater level of specialist assessment and provision.

In these circumstances, the gap between the child's attainment and that of their peers may continue to widen despite the support already in place, indicating a need for further assessment and specialist involvement. Requests for support from external agencies are made in consultation with parents and carers. External professionals may require access to relevant assessment information and school records in order to gain a full understanding of the child's needs and the support already provided. Parental consent will always be obtained before information is shared.

External specialists may:

- Provide advice to support the planning and review of provision.
- Extend the expertise of teaching and support staff.
- Undertake additional assessments.
- Work directly with the child.
- Recommend that a statutory assessment for an EHC Plan is considered.
- Liaise with parents, carers, school staff and other professionals involved in supporting the child.

The Inclusion Team, Learning Support Assistants, Learning Mentor and wider school staff work collaboratively to ensure that pupils with SEND receive the support they need. Resources and staffing are allocated according to individual need, enabling pupils to access learning, make progress and achieve positive outcomes.

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

When a child presents with significant and complex needs, or where their learning needs remain persistent despite targeted interventions and support, a statutory assessment may be considered. An Education, Health and Care Plan (EHCP) brings together information from education, health and social care professionals to provide a holistic understanding of a child's strengths, needs and the provision required to support them.



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Where a statutory assessment is considered appropriate, the school will work closely with the child, parents or carers and any relevant professionals to gather evidence and submit a request to the Local Authority for consideration.

The Local Authority will require:

- Evidence of the child's progress over time.
- Documentation relating to the child's special educational needs and/or disabilities.
- Details of the support, interventions and reasonable adjustments implemented by the school.
- Information regarding any specialist resources, equipment or arrangements that have been put in place.
- Reviews
- Effective communication between home and school is an important part of supporting pupils with SEND. Informal discussions between parents and carers, support staff and class teachers take place whenever required and, in some cases, may occur daily.

Parents, carers and relevant professionals are invited to attend formal review meetings in accordance with Local Authority guidance. Where a pupil has an Education, Health and Care Plan, an Annual Review meeting is held to evaluate progress, review outcomes and consider future provision. The views of the child and their family are an essential part of this process.

Additional review meetings may be arranged if significant concerns arise or if a child's needs change. For children under the age of five with an EHCP, reviews are held every six months, in line with statutory guidance.

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

At Laurel Lane Primary School, Miss Walton is the Designated Teacher for looked-after and previously looked-after children. She works closely with Mrs Rowden, the SENDCo, to ensure that staff understand how a pupil's care experience may interact with any special educational needs and disabilities (SEND), and the implications this may have for teaching, learning and wellbeing.

Looked-after and previously looked-after children with SEND are supported through the same graduated approach and provision processes as other pupils with SEND. However, looked-after children will also have a Personal Education Plan (PEP), which identifies their individual needs, sets appropriate targets and outlines the support required to help them achieve positive outcomes. The school works closely with families, carers, virtual schools and other professionals to ensure that pupils receive coordinated and effective support.

Recording

Records are maintained for all pupils identified as having SEND. These records are stored securely in accordance with data protection requirements, either within locked filing cabinets or on the school's secure electronic systems. The school uses Provision Map as an online platform to record provision, review outcomes, maintain meeting notes and store relevant documentation.

Once a pupil's special educational need or disability has been identified, they will be added to the school's SEND Register. The SEND Register is reviewed regularly by the SENDCo to ensure that support remains appropriate and responsive to each pupil's needs.

The school also maintains a medical register to ensure that staff are aware of any medical needs or conditions that may impact a pupil's health, safety or access to learning. This information is reviewed and updated regularly by the Welfare Assistant, Mrs Williams.



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Our flexible and responsive approach enables pupils to access support, interventions and reasonable adjustments as and when required, ensuring that provision is tailored to their individual needs and reviewed regularly to maximise progress and wellbeing.

Complaints

We aim to work closely with pupils and their families to ensure that any concerns regarding SEND provision are addressed promptly and effectively. We hope that concerns can usually be resolved through discussion with the class teacher, SENDCo or a member of the senior leadership team. However, if a parent or carer remains dissatisfied, they should follow the procedures outlined in the school's Complaints Policy.

Admissions

Laurel Lane Primary School is committed to ensuring that all pupils can access learning and participate fully in school life. Where a pupil has a mobility need or disability, we will consider and implement appropriate reasonable adjustments to support their access to the school environment and curriculum.

Further information about admissions arrangements can be found in the school's Admissions Policy, which is available on our website.

The Local Offer

Under the Children and Families Act 2014, all local authorities are required to publish a Local Offer. The Local Offer provides information about the services, support and provision available for children and young people with special educational needs and disabilities (SEND) from birth to the age of 25, as well as support available to their families.

Hillingdon's Local Offer includes information about education, health, social care, leisure activities, support services and pathways for accessing additional help.

Further information can be found on the Hillingdon Local Offer website:

[Hillingdon SEND Local Offer](#)

Glossary

Access Arrangements – Adjustments made to assessments or examinations to ensure that pupils with SEND can demonstrate their knowledge and skills fairly.

Annual Review – A yearly meeting to review a pupil's Education, Health and Care Plan (EHCP), including their progress, outcomes and provision.

Area of Need – The four broad areas of need identified within the SEND Code of Practice: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and/or Physical Needs.

CAMHS – Child and Adolescent Mental Health Services.

Adaptive Teaching – The process of adjusting teaching approaches, resources and support to meet the needs of all learners.

EHC Needs Assessment – A statutory assessment carried out by the Local Authority to determine whether a child requires an Education, Health and Care Plan.

EHCP (Education, Health and Care Plan) – A legal document that outlines a child's special educational needs, desired outcomes and the provision required to meet those needs.

ELSA – Emotional Literacy Support Assistant; a trained member of staff who supports pupils with their emotional wellbeing.

EMHP – Education Mental Health Practitioner; a specialist who supports children, families and schools with emotional wellbeing and mental health needs.



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First-tier Tribunal (SEND Tribunal) – An independent court where parents and carers can appeal decisions made by the Local Authority regarding EHC needs assessments, EHCPs or disability discrimination.

Graduated Approach – A cyclical process of Assess, Plan, Do and Review used to identify, support and monitor the progress of pupils with SEND.

Intervention – A targeted programme or support strategy designed to address a specific area of need and improve outcomes for a pupil.

Local Offer – Information published by the Local Authority detailing the services, support and opportunities available for children and young people with SEND and their families.

Ordinarily Available Provision – The support, adjustments and teaching strategies that schools are expected to provide for all pupils, including those with SEND.

Outcome – A specific goal or area of improvement for a pupil with SEND. Outcomes may relate to learning, independence, communication, social skills or wellbeing.

Pupil Passport – A document that outlines a pupil's strengths, needs, support strategies and targets to help staff provide consistent support.

Reasonable Adjustments – Changes made to the environment, curriculum, routines or provision to reduce barriers caused by a disability.

SENDCo – Special Educational Needs and Disabilities Coordinator; the member of staff responsible for coordinating SEND provision within the school.

SEND – Special Educational Needs and Disabilities.

SEND Code of Practice (2015) – Statutory guidance that schools, local authorities and other organisations must follow when supporting children and young people with SEND.

SEND Information Report – A document published by schools which explains how they identify, support and make provision for pupils with SEND.

SEND Support – Additional or different provision provided to support pupils with identified special educational needs and disabilities.

Transition – The process of moving between classes, year groups, key stages, schools or other educational settings.