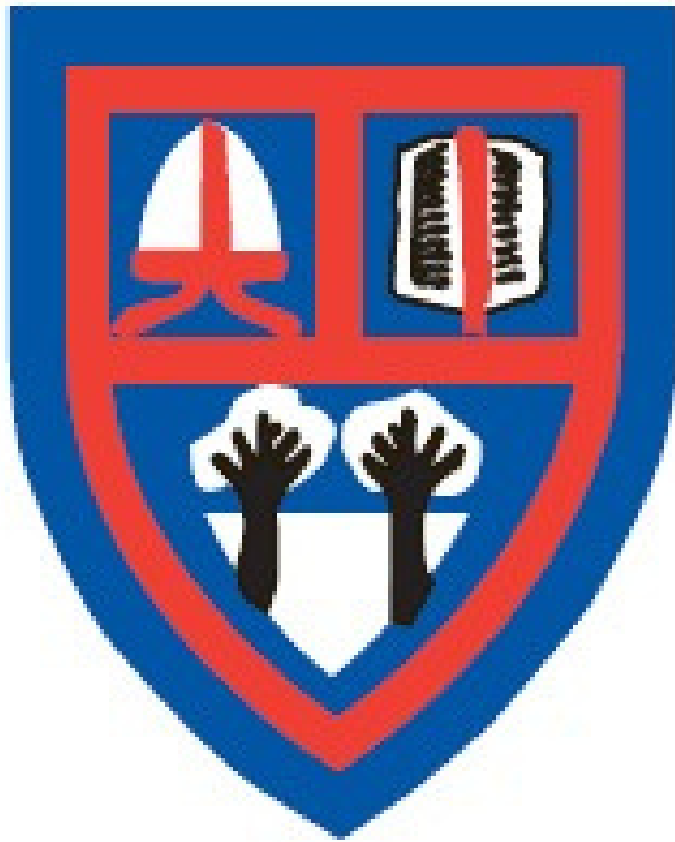


Launde Primary School



Launde SEND Offer

Adopted- January 2026

Review-January 2027

Introduction: Our Ethos at Launde Primary School

At Launde Primary School, our ethos is built around nurturing happy, resilient and unique individuals. Children are at the heart of everything we do, and we believe that every pupil—regardless of need, background or starting point—deserves to feel valued, included and empowered to achieve their full potential.

We are committed to providing:

A warm, nurturing and inclusive environment where every child feels safe, supported and respected.

A culture of high expectations, where all children—including those with SEND—are encouraged to believe in themselves and make progress through small, meaningful steps.

A curriculum that is broad, balanced and accessible, designed to meet individual needs while promoting curiosity, independence and a love of learning.

Our approach is rooted in strong partnerships with families, teamwork across staff, and a belief that every child has strengths to celebrate. We work hard to ensure that children with SEND are fully included in school life, able to learn alongside their peers, and supported to develop both academically and emotionally.

What Is SEND?

A child is considered to have Special Educational Needs and Disabilities (SEND) if they have:

A significantly greater difficulty in learning than most children of the same age

A disability which prevents or hinders them from accessing the kind of educational facilities normally available in mainstream schools

SEND is not just about academic progress. It can relate to communication, social understanding, emotional wellbeing, physical development, medical conditions or sensory needs.

Four Broad Areas of Need

SEND needs are grouped into four categories. A child may have needs in one or several of these areas:

1. Communication & Interaction

This may include:

Difficulties with speech, language or understanding

Social communication difficulties

Needs linked to Autism Spectrum Condition

2. Cognition & Learning

This includes:

- Learning at a slower pace than peers
- Difficulties with memory, processing or reasoning
- Specific learning profiles (e.g., dyslexia, dyscalculia)

♥ 3. Social, Emotional & Mental Health (SEMH)

Children may:

Find it difficult to regulate emotions

Experience anxiety or low mood

Display challenging behaviour that is linked to underlying need

🧠👁️ 4. Sensory and/or Physical Needs

These may include:

Hearing or vision impairments

Sensory processing differences

Medical, mobility or physical development needs

How We Identify SEND at Launde

There are several ways a child's needs may first be recognised. This ensures early identification and a thorough understanding of each child.

1. Concerns raised by parents

Parents are often the first to notice differences in learning, communication, behaviour or development. We value parental insight highly.

2. Concerns from the class teacher

Teachers continuously monitor progress and wellbeing. Concerns may arise if a child:

- Makes less than expected progress
- Struggles despite high-quality teaching
- Shows difficulties with social interaction or emotional regulation

3. Information or discussion from external agencies

Sometimes external professionals alert school to a child's needs, such as:

- Early Years SEND Inclusion Support Services
- Health professionals
- Educational psychologists
- Specialists in hearing, vision, or autism

4. School monitoring and assessment

This includes:

- Whole-school data tracking
- Observations
- Wellbeing check-ins
- In-school assessments carried out by teachers or the SENDCO

The Graduated Response: What It Means at Launde Primary School

The Graduated Response is a cycle of support that helps schools identify, plan for and review the needs of children who may require additional help. It is required by the SEND Code of Practice (2015) and is central to how Launde supports pupils with SEND.

It ensures that support is:

- Targeted to the child's individual needs
- Flexible, changing as the child develops
- Collaborative, involving parents, teachers, the child, and the SEND Team
- Evidence-based, drawing on assessments and observations
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At Launde, the Graduated Response is used for any child who may have SEND, not only those already on the SEND register.

ASSESS – Understanding the Child's Needs

At this stage we gather as much information as possible. Assessment is not just testing — it involves building a full picture of the child.

This may include:

- Teacher assessments and daily observations
- Parent insights and home experiences
- Pupil views (where appropriate)
- Past progress data and classroom work
- Wellbeing and behaviour check-ins
- Specialist assessments if needed (e.g. Speech & Language, Educational Psychology)

If a child is working more than two years below their year group, we carry out further investigation, including using B Squared to identify their developmental stage in small steps.

The aim is not to label the child, but to understand what support is needed right now.

PLAN – Agreeing the Right Support

Once we understand the child's needs, a clear plan is created. This might be a:

SEND Support Plan

Provision Map

EHCP outcomes (for pupils with an EHCP)

The plan includes:

- The child's strengths
- Their main areas of difficulty
- A small number of targets
- The support or interventions that will be put in place
- Who will deliver the support
- When and how progress will be reviewed

Parents are always involved at this stage and their insights contribute directly to the plan.

DO – Putting the Plan into Action

Support is carried out primarily within the classroom through high-quality teaching adapted for the child.

This might include:

- Adjusted learning tasks
- Use of visuals, scaffolds or assistive technology
- Directed small-group support
- 1:1 intervention for specific areas of need
- Pre-teaching or post-teaching

The class teacher remains responsible for the child's progress, even when support is delivered by a teaching assistant or specialist.

If the child needs time to regulate or refocus, our three breakout rooms provide calm, safe spaces that support emotional wellbeing before returning to learning.

REVIEW – Reflecting, Adjusting and Planning Next Steps

Reviews happen at least termly, although they can be more frequent if needed.

During the review:

- Parents, teachers, the SENDCO (where appropriate), and the child share their views
- We look at whether the support helped the child progress
- Targets may be achieved, continued, or replaced
- The level of support may be reduced, continued, or increased

If progress remains limited despite appropriate support, we may:

- Involve external specialists
- Consider whether the child should be placed on the SEND register
- Explore whether an Education, Health and Care Needs Assessment (EHCNA) is required for possible EHCP support

The Graduated Response is a continual cycle — not a one-off event.

Why the Graduated Response Matters

For children, this approach ensures:

- The right help is given at the right time
- Support grows or adapts as their needs change
- They remain included in class learning wherever possible
- Their voice and lived experience are valued
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For families, it gives:

- Regular communication and involvement
- A clear understanding of what support looks like
- Opportunities to shape their child's targets and provision
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For staff, it ensures:

- A structured, evidence-led approach
- Collaboration across teachers, SENDCO, assistants and specialists
- Early identification to prevent children from "falling behind"

EHCPs (Education, Health & Care Plans)

What is an EHCP?

An Education, Health and Care Plan (EHCP) is a legal document for children and young people whose needs are significant, complex or long-term, and require support beyond what a mainstream school can reasonably provide from its own SEND resources.

An EHCP brings together information from education, health and social care, and sets out clearly:

A child's strengths

- The child's special educational needs (SEN)
- Barriers to learning
- Long-term outcomes (what the child should achieve over time)
- The specific provision required to meet these needs
- Details of resources or adult support
- Any therapies or specialist input required

The plan ensures everyone working with the child has a shared understanding of their needs and how best to support them.

Why might a child have an EHCP?

A child may require an EHCP when:

Their needs exceed the support that school can provide from its standard SEND funding (up to £6,000).

They require ongoing, specialist or high-level provision, such as regular therapy, significant adaptations, or consistent 1:1 support.

The support they need cannot be maintained effectively through SEND Support alone.

Either the school or the parent can request an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority.

If the assessment is agreed and the child's needs meet the threshold, the Local Authority issues an EHCP.

EHCPs are reviewed at least annually to ensure the provision remains appropriate.

How EHCPs Support Learning at Launde

At Launde, class teachers, teaching assistants, the SEND Team and parents all contribute to breaking down the EHCP's long-term outcomes into manageable, short-term steps.

EHCPs inform teaching by:

Breaking outcomes into small steps

Teachers translate the long-term outcomes in Section E of the EHCP into specific, achievable classroom targets.

Planning foundational knowledge

The EHCP helps teachers identify the essential building blocks a child needs to make progress, ensuring learning is built from their developmental stage rather than strictly year-group expectations.

Personalising provision within the classroom

Although support is tailored, we aim for children with EHCPs to be taught alongside their peers as much as possible, with adaptations made to:

Tasks

Teaching approaches

Scaffolds and visual supports

Levels of adult support

Supporting wider needs

EHCPs may also specify:

Speech and language therapy

Occupational or physiotherapy programmes

Medical support arrangements

Specialist equipment

School follows this guidance closely and liaises regularly with external professionals.

Children Working 2+ Years Below Age-Related Expectations

If a child is working more than two years below their year group expectations, Launde carries out further investigation to better understand their learning profile.

We use B Squared assessment for these children because it:

- Breaks learning into very small, measurable steps
- Provides clear, developmentally appropriate learning objectives
- Allows teachers to track tiny increments of progress
- Ensures teaching in class is accurately matched to the child's current stage

This helps us build a more accurate picture of the child's learning needs, contributing to decisions about SEND Support and whether an EHCP may be appropriate.

Learning in the Classroom

At Launde, our goal is for children with SEND to spend as much time as possible learning alongside their peers, because inclusion, peer modelling and shared experiences help children thrive academically, socially and emotionally.

To make learning accessible within the classroom, teachers use Quality First Teaching (QFT) and adapt the curriculum so every child can participate meaningfully.

This may include:

✓ Adapted teaching

- Simplifying or chunking instructions
- Breaking tasks into smaller steps
- Using scaffolded worksheets, word banks or writing frames
- Allowing extra processing time

✓ Pre- and post-teaching

- Introducing key vocabulary or concepts before lessons
- Reinforcing learning afterwards to secure understanding

✓ Visual and practical aids

- Visual timetables, now/next boards
- Concrete resources (Numicon, counters, manipulatives)
- Coloured overlays or reading rulers
- Graphic organisers

✓ TA support that promotes independence

Teaching assistants support children without creating dependence, by:

- Modelling strategies
- Encouraging independence
- Prompting rather than doing
- Helping children rejoin whole-class learning when ready

Where a child has an EHCP, outcomes guide the exact adaptations and support used.

Breakout Rooms for Regulation

Launde has three purpose-designed breakout rooms. These are calm, low-stimulation spaces that provide emotional and sensory regulation opportunities.

They are used for:

✓ Regulating emotions

Helping children manage feelings such as overwhelm, anxiety or frustration.

✓ Safe “brain breaks”

Short breaks so children can reset before returning to learning.

✓ Supporting positive behaviour

Staff guide children in using self-regulation strategies taught through ELSA and social-emotional work.

✓ Supporting SEND-related sensory needs

Some children with sensory processing needs require quieter, predictable spaces to maintain focus.

Children use the rooms for short, purposeful periods with the aim of returning to classroom learning as soon as they are ready.

Support We Offer

Launde provides a wide range of tailored support designed to meet each child's needs and promote progress across all areas of development.

✓ Small-group or 1:1 interventions

Targeted programmes in:

Reading

Writing

Maths

Phonics

Social interaction

Motor skills

✓ Speech & language programmes

Delivered in school following advice from speech therapists.

✓ Assistive technology

Such as:

iPads

Microphone/sound-field systems

Talking tins

✓ Specialist equipment

Writing slopes

Fidget resources

Coloured overlays

Sand timers

Visual aids

✓ Social and communication groups

To develop turn-taking, friendship skills, confidence and expressive communication.

✓ Emotional support (ELSA)

Delivered by trained Emotional Literacy Support

Assistants, addressing:

Anxiety

Friendship issues

Self-esteem

Bereavement

Working with Parents

Strong partnership with families is essential, and parents are involved at every stage.

We ensure:

✓ Termly review meetings

Where targets, progress and next steps are discussed.

✓ Collaborative target setting

Parent views directly influence strategies and provision.

✓ Permission before involving external agencies

School always seeks your consent before referring to specialists.

Parents are encouraged to share what works well at home—your insights help us shape the right support.

External Specialists We Work With

We work closely with a wide range of professionals who help assess needs and guide strategies.

This may include:

- Educational Psychologists
- Speech & Language Therapists
- Autism Outreach
- Hearing Support Team
- Vision Support Team
- Physiotherapists & Occupational Therapists
- School Nurse & Community Paediatricians
- Social Care or Early Help

Their assessments and recommendations feed into a child's Provision Map or EHCP, and teachers use this advice to adapt classroom practice.

Transitions

Launde ensures smooth, positive transitions by providing enhanced support when children experience change.

✓ Starting school

- Visits to nurseries
- Meetings with parents and professionals
- Additional settling-in sessions if needed

✓ Moving year groups

- Meet-the-teacher sessions
- Pupil “passports” or transition booklets
- Extra classroom visits for children who need them

✓ Moving to secondary school

- Secondary SENDCO attends Year 6 annual reviews for pupils with EHCPs
- Transition meetings with new staff
- Additional visits for children requiring an extended transition

Questions?

Your first point of contact is always your child’s class teacher, who knows your child best.

If you need further advice or have SEND-specific questions, our SENDCO is available through the school office.