

Levendale SEND Support offer

Our School SENCO: Mrs. L Henderson

Our Governor with Responsibility for SEND: Mrs S Robinson

Our Inclusive Ethos

Levendale Primary is a highly inclusive mainstream school. We believe every child deserves the best possible education from their own unique starting point. Diversity of need and ability is recognised, valued and nurtured, and we work hard to ensure that all pupils can access learning successfully.

Providing a high-quality education for children with SEND is central to our ethos. We understand that pupils do not all begin from the same place, nor do they face the same challenges — but we are committed to giving every child the support they need to thrive.

Classes are mixed-ability and include pupils with a wide range of needs. Pupil voice is highly valued, and every child is supported to access a broad and balanced curriculum.

What We Ensure for Pupils with SEND

We are committed to ensuring that pupils:

- Receive equal opportunities regardless of individual differences
- Access a broad and balanced curriculum, differentiated to meet their needs
- Are assessed using appropriate tools, with support from external agencies where required
- Receive the resources and adaptations needed to succeed
- Have the right — directly or through parents — to express preferences about their provision
- Have their needs reviewed regularly through the **Assess–Plan–Do–Review** cycle

How We Identify and Support Children with SEND

A pupil may be identified as having SEND if they have a learning difficulty or disability requiring provision that is **additional to or different from** what is ordinarily available in mainstream classrooms.

We identify needs across the four broad areas:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

We know a pupil may need extra help when:

- Concerns are raised by parents, teachers or the child
- Progress is limited despite high-quality teaching
- There is a noticeable change in behaviour, engagement or learning

Early identification is key. Once a need is recognised, the class teacher, SENCO and parents meet to discuss next steps and agree an action plan.

How we work with Parents and Pupils

We believe in strong, open communication with families.

Support Plans

A personalised support plan is written and agreed by the class teacher, parents and pupil. It includes:

- A clear outline of the child's needs
- SMART targets
- Strategies and adaptations
- Review dates (termly)

The SENCO monitors all plans to ensure consistency and impact.

Classroom Support

Provision is planned by the class teacher and differentiated to meet individual needs. Support may include:

- Additional adult support in class (individual or small group)
- Specialist equipment (writing aids, seat wedges, overlays, fidget tools, handwriting slopes)
- Adapted resources and visuals
- Emotional or pastoral support from a key adult
- Targeted interventions for specific areas such as phonics, handwriting, spelling, numeracy or literacy

External Agencies

In addition to in-school support, we work closely with a range of external professionals, including:

- **CAMHS** (Child and Adolescent Mental Health Service)
- **Speech and Language Therapy (NHS)**
- **Occupational Therapy (NHS)**
- **Physiotherapy (NHS)**
- **Educational Psychology**

We may also work with private specialists where appropriate. Parents are always consulted before any referral is made.

Who to Contact

If you have concerns about your child's progress or feel they may have additional needs:

1. **Speak to your child's class teacher first.**
2. The teacher will discuss your concerns with the SENCO.
3. A meeting can then be arranged to explore next steps.

Alternatively, you can contact the SENCO directly via email at:
levendale@levendale.org.uk