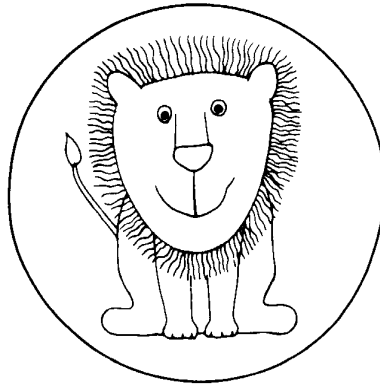




Linslade Lower School

SEN Information Report

June 2026

Governor Approval:	June 2026
Review Cycle:	Annually

SEN Information Report - 2026

1. Our school's approach to supporting children with SEND

Linslade Lower School is an inclusive school where all children are cared for, respected and valued, regardless of need. All staff are committed to the achievement, well-being and inclusion of all pupils, and we provide high quality teaching, with adaptations to enable all pupils to access the curriculum to the best of their ability. Our SEN Policy can be viewed on our school website.

2. Areas of SEN that we provide for

We provide additional provisions, as appropriate, to cater for the different range of need across all four broad areas of SEND.

Cognition and Learning	This is linked to the process of acquiring knowledge and is essential for the learning process. Some children may learn at a slower pace than their peers despite high quality teaching and adaptations. These needs may be moderate learning difficulties (MLD) or specific learning difficulties (SpLD). Some examples of needs we provide for are dyslexia, dyscalculia and dyspraxia.
Communication and Interaction	Some children have difficulties with their speech, language and communication. This may be that they do not understand what is said to them, have difficulty saying what they want to, or find it harder to follow social communication. An example is Autistic Spectrum Condition (ASC).
Social, Emotional and Mental Health	Managing their feelings and behaviours can be difficult for some children meaning they can find it harder to build relationships and engage in learning. Examples are anxiety, Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD) and Attachment Disorder.
Physical and / or sensory needs	Some children have physical disabilities that affect their education. We have children with hearing impairment (HI) and visual impairment (VI).

3. Identifying and assessing needs

Children are observed and assessed regularly, as part of day-to-day teaching. Discussions take place during pupil progress meetings with teaching staff, the SendCo and Headteacher to ensure

we have up-to-date and accurate views of the child as a whole. Parents are also encouraged to discuss any concerns they have regarding their child and any needs they may have.

Initially any children who present with difficulties in any of the 4 areas of need described above, will be [monitored](#), tracked and assessed closely and regularly to ensure that any needs are addressed and the gap in progress or between peers is not growing.

Our next step in order to understand and support the children's learning, behaviour and well-being needs is to create a [One Page Profile](#) which clearly displays key information regarding the child, and useful information and approaches for adults to use when they are working with the child. Both the child, and their families are involved in creating these. These children will be having reasonable adjustments within the ordinarily available provision in the classroom.

After close monitoring, quality first teaching and reasonable adjustments, some children will still be making less than expected progress. This is defined in the SEND Code of Practice as progress that:

- is significantly slower than that of their peers starting at the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between rate of progress
- widens the attainment gap.

In these circumstances, further interventions will be required, and possibly support from external agencies. Any referrals or reports will be shared with parents/carers. These children will then be placed on a [Support Plan](#) and added to our SEN register. The Support Plan follows the Graduated Approach cycle of Assess, Plan, Do, Review. This allows us to carefully assess what the child's needs are, plan suitable provision, how that provision will be implemented and review progress being made. We use SMART targets and this cycle is completed three times a year, in collaboration with families.

Some children will require an [Educational Health and Care Plan](#) (EHCP) which is a statutory document recording the child's strengths, needs and provision required for them to make progress towards their outcomes. We use the outcomes on the EHCP to help build SMART targets on the child's support plan.

Further information about the Graduated Approach, applying for an Educational Health Care Needs Assessment (EHCNA) and EHCPs can be found on the Local Offer at [Central Bedfordshire SEND Local Offer](#)

4. Data

The total number of children who are recorded as having SEN as at June 2026 is:
15 children = 8% which is the same percentage as June 2025

Year Group	Monitoring	One Page Profile	SEN Support	EHCP	EHCP
Nursery	2	0	1		
Reception	0	2	0	1	
Year 1	1	1	0	1	2
Year 2	1	1	2		3
Year 3	2	1	1		1
Year 4	0	5	1		2
TOTAL	6	10	5	2	8

Main Area of Need	SEN Support and EHCP
Cognition and Learning	1
Communication and Interaction	4
Social, Emotional, Mental Health	8
Physical / Sensory	2

5. Consulting with children with SEND and their parents

We value parental and pupil involvement and invite all parents into school three times a year to discuss their child's progress and attainment. We also provide a written report at the end of each academic year. Parents of children with SEND needs are provided with a longer consultation slot at the parent's evenings, to allow for enough time to share and discuss the support plan.

Any children with an EHCP will have an annual review according to the date on their plan. Families are given notice of this and invited to share their views and attend the meetings.

Pupils are involved, when appropriate, with discussions about their likes, dislikes, strengths and areas of need. As well as discussions in the classroom, children also contribute to their One Page Profile and are made aware of the targets they are working on.

We inform parents of local workshops and training that is available to them, and the SENDCo is available to meet with families if they have any concerns about their child. We held three SEND coffee morning for parents this year as part of the PINS (Partnership for Inclusion of Neurodiversity in Schools.)

6. Assessing and reviewing the progress towards outcomes

We follow the graduated approach and follow the assess, plan, do, review cycle. More information about this can be found on the CBC Local Offer. [The Graduated Approach: A Guide for Parents and Carers | Central Bedfordshire SEND Local Offer](#)

The progress of every child is tracked formally at least 3 times a year, and frequently within the classroom. Children with SEN may have more regular assessments if necessary to guide their targets and outcomes. The effectiveness and impact of interventions are reviewed regularly and adapted as necessary to aid progress. We involve the children and their families in setting their

targets and discussing their progress. External agencies are involved with some children in setting and reviewing targets specific to their needs. This year, we have had speech and language therapist input as well as the hearing impairment service, and Chiltern Outreach.

7. Approach to teaching children with SEND

Inclusive high-quality teaching meets the needs of the majority of pupils, including those with SEND. Staff have regular professional development to ensure that up-to-date and local strategies are implemented in the school. Reasonable adjustments are made and ordinarily available provision (OAP) is offered in all classrooms, for example, small group interventions, task boards, movement breaks, concentrators and zen dens. A small number of children will require more specialist or targeted support, and this information will be displayed in their EHCP or SEN Support Plan. We currently have children using radio aids as an example of children with specialist provision.

8. Adaptations to the curriculum and learning environment

Every teacher will make reasonable adjustments to meet the needs of the children in their class. This can range from amending the learning environment to providing individual work stations. Some children have personalised timetables, a now/next board, a task board or visual cards. Work will be chunked and scaffolded to support children with their learning, but to build independence over time. Sensory circuits take place at the start of the day for a group of children and others have breaks as and when required. Seating arrangements are considered as well as lighting and noise levels to support sensory processing difficulties. Physical aids, reading pens, coloured overlays, voice recorders and ipads are also used if appropriate. The teaching method, resources and support given will vary depending on the needs of the children. Please also see the accessibility plan on the website.

9. Supporting emotional and social development

One of our curriculum drivers is well-being and we pride ourselves on placing this as a priority. All of our children need to feel safe, secure and happy in order to learn. Everyone takes part in our PSHE Jigsaw lessons weekly, we have half termly Values that are shared and celebrated with the children and we regard the children's well-being as an integral part of their daily learning.

We have interventions to develop social skills, self-regulation, self-esteem, resilience and also a time to talk freely. Again, the support given will vary on the needs of the children which will be assessed regularly. We also have advice and guidance from external professionals such as CAMHS, Mental Health Support Team (MSHT), and the Jigsaw service.

This year, the Headteacher and the SENDCO have had full training on Therapeutic Thinking and this training has been rolled out to staff. We use a consistent approach across the school when supporting social and emotional needs; including use of positive and empathic language, developing vocabulary around feelings, and restorative debriefs.

10. Engagement in activities

All of our clubs, trips, activities and visits are available to all children, including those with SEND. Risk assessments are carried out and take into account any additional needs. Provisions are made to encourage pupils to take part in sports events, assemblies and year 4 end of year celebrations. On some occasions children with SEND are invited personally to a club if it is felt it will be beneficial for them.

Our before and after school care is outsourced to Kidz Zone who operate their own policies and procedures regarding inclusion. Where relevant, Kidz Zone staff consult with the school staff regarding individual children with the aim of ensuring success for children in both settings. Further information about Kidz Zone can be found here. [Breakfast, After School & Holiday Clubs | Kidz Zone Club | England](#)

11. Expertise and training of staff

All staff attended training on the Rosenshine principles and this has been rolled out across the school this year to further enhance our high quality teaching, and ordinarily available provision. Everyone also participated in training on PDA (pathological demand avoidance.) In the summer term, all staff will also be receiving training on the use of comic strips and social stories.

We accessed additional training as part of the PINS project. This included training on managing challenging behaviours, ADHD, ASD and sensory needs.

We also received access to support from the Chiltern outreach Service, who support children with communication and interaction needs. This has included training on the SCERTS (social communication, emotional regulation and transactional support) model which has helped us to assess children accurately and provide support and strategies closely linked to their communication needs.

The SENCo and an Early Years teaching assistant attended a good practice visit to Chiltern School to see the specialists in action, and attended training on the curiosity approach. The SENCo has also been part of the Social partner Learning Community to increase knowledge and share good practice of supporting children with these significant needs.

Early Years staff had training on Attention Autism interventions, and the use of objects of reference.

A number of teaching assistants in Key Stage 1 and Early Years have attended sessions with speech therapists to support individual children. They then use their skills developed in the sessions to continue work with the children in school.

The SENCo has attended training on setting up an Internal Specialist Provision.

Another of our teaching assistants has completed the Communication Champions Training Programme to strengthen skills in speech, language and communication needs. Lego Club has been attended by a teaching assistant who then shared information with the rest of the team.

Discussions have taken place with specialists, such as the link Speech and Language Therapist, Educational Psychologist and SEND advisor to ensure we are aware of training available and the suitable training relevant to the needs in our school.

12. Evaluating effectiveness

We frequently evaluate the effectiveness of our provision in a number of different ways:

- Termly pupil progress meetings and half termly Key Stage meetings
- Reviewing the impact of interventions
- Gaining pupil and parent views
- Monitoring and observations by the SENDCO
- Assessing pupils progress termly
- Holding annual reviews for pupils with EHC plans
- Liaising with SEND specialists

13. Involving other agencies

The SENDCO liaises closely with external agencies to ensure the best possible provision is provided for every child. We have regular planning meeting to discuss how to best support children, with the agreement of parents. We have had involvement from the following agencies this year:

- CBC SEND Advisory Team
- CBC Early Years SEND Advisory Team
- CBC EHC Team
- Speech and Language Therapists
- Educational Psychologist
- Edwin Lobo Centre
- Hearing Impairment Team
- Chiltern Outreach Service
- Jigsaw Service

14. Transition support

Effective transition is essential for all children's well-being and learning. This begins in Nursery and Reception where families are offered Stay and Play sessions to help their child to settle and feel safe in their new environment. If a child comes from a previous setting (nursery or school) a handover will be arranged and if there has been any previous SEND paperwork, the SENDCO will liaise with previous staff to receive the relevant information.

In-school transitions between year groups are managed carefully, especially for children with SEND. Days are allocated to meet new staff, opportunities are made available to spend time in the new classroom and to share a story with a new member of staff. A transition booklet is often provided, where relevant, with photos and names of the new environment and staff. Discussions are had with pupils, and support put in place to ease worries and concerns.

In Year 4, some children with SEND will have an extra visit to their middle school. We also involve our pupils in activities at the local middle schools to familiarise themselves with other settings. The class teacher and SENDCO will transfer information and documents, as well as hold conversations about the pupils with SEND, to ensure that there is continuity of provision and a smooth transition for the child.

15. Handling Complaints

Any complaints about the provision of SEND should be made to the class teacher, SENDCo or Headteacher. The formal complaints procedure can be found on the policies and document page of the web site.

16. Local Offer

The Local Offer provides families of children with SEND with information about services and support available to them. You can access the Bedfordshire Local Offer with this link.

[Central Bedfordshire SEND Local Offer](#)

17. Key Staff and contacts

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