



Laira Green
Primary School

SEND Information Report

2026-2027

Thank you to the families of Laira Green Primary School that have kindly contributed to reviewing this report.

Statement of Intent

At Laira Green Primary, we have a simple mission: to create an **inspired** community of learners who are **equipped** with the **skills, experience and confidence** they need for a happy and successful future. Our core values: Be Kind, Be Determined, Be Proud, underpin everything that we do, from our broad and balanced curriculum, to our extensive extra-curricular club offer. Our highly skilled staff share a commitment to give every child the best possible start in life regardless of any barriers they may face, through the highest quality teaching and learning. We work closely with families and other professionals to ensure that our children receive the best possible care and support, enabling them to be the best that they can be and this is something that we are very proud of.

All children with Special Educational Needs and Disabilities (SEND) are welcome at Laira Green Primary School. Full support will be provided to each child with carefully thought out strategies to overcome any barriers to learning and wellbeing. Laira Green Primary is a fully inclusive school where through our curriculum and extra-curricular offer, children embrace differences and respect adults and children as part of our learning community. We want all of our children to become independent, respectful, and confident citizens of the future.

At Laira Green we are passionate about providing the best possible opportunities for all our children. We are committed to a trauma informed approach and work closely with parents and other agencies to ensure that our children get the best possible support. We have an inclusive

ethos where every family is welcome. Whatever the barriers to learning, the school works in a positive partnership with parents and carers to overcome these barriers. We are a Trauma and Mental Health Informed School.

Children at Laira Green Primary School are part of a busy, multicultural inner-city community, living in a fast-changing environment. They must be provided with opportunities to gain the skills, knowledge and confidence they need for their futures both in education and in society. Our role is to keep our children safe and prepare them for the next stage in their education. We aim to give them the confidence to become solid, dependable and well-qualified citizens with a rounded view of our world.

Parents/Carers and pupils are fully involved and the progress of children with SEND is monitored towards meeting specifically identified goals and targets.

Laira Green Primary School uses a wide range of strategies, which include a strong commitment towards training and developing all teachers and Teaching Assistants in their understanding of SEND to ensure that everyone is a 'teacher of SEN'.

Excellent care, guidance and support contributes significantly to pupils' personal development to make them all feel safe and secure and make the best possible academic and personal progress.

Our school will:

- Have a designated SENDCo who is part of the Senior Leadership team and who has completed the National Award for SEND Coordination.
- Have a named Governor for SEN.
- Have a SEND Information Report and SEND policy. These will be available on the website and reviewed yearly by senior leaders and Governors.
- Ensure pupils with SEND have full access to extra-curricular opportunities and ensure they are represented in every aspect of school life.

In addition, we will use the following guiding principles as part of our work in supporting children with SEND:

- All staff are aware of the pupils with SEND that they teach: we consciously build strong relationships with these pupils, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.

- We focus on developing them as individuals: their talents, and acknowledge and address the unique barriers they face.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every pupil with SEND is prioritised for enriching academic and extra- curricular opportunities that challenge and inspire them.
- We develop pupils with SEND as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable pupils.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with evidence-informed approaches to ensure our learners achieve their potential.
- We address barriers to learning and enrichment: we provide essential equipment where necessary for pupils with SEND.
- We raise aspirations and focus on the future: we provide guidance and support that allow our pupils to explore opportunities they may not have considered.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when pupils are absent and ensure that any barriers to excellent attendance are addressed.

Contact Details

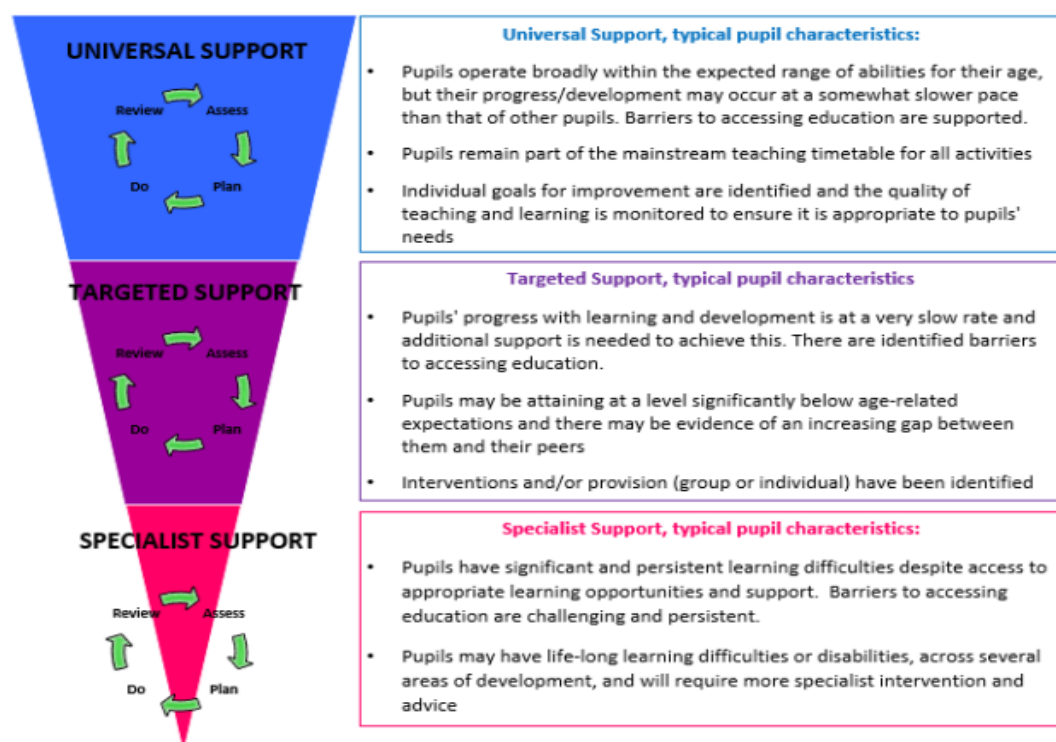
Inclusion Lead/Special Educational Needs Coordinator (SENDCo)/Mental Health Lead/Young Carers Lead	Mrs Lisa Trembath inclusion@lairagreen.plymouth.sch.uk 01752 660427	
Learning Mentor Pastoral Support	Miss Maria Townsend inclusion@lairagreen.plymouth.sch.uk 01752 660427	
Pastoral Support/Young Carers Champion	Mrs Lisa Soper inclusion@lairagreen.plymouth.sch.uk 01752 660427	
Staff member with responsibility for pupils with Medical Needs	Mrs Tracy Dulling inclusion@lairagreen.plymouth.sch.uk 01752 660427	
SEND Governor	Mrs Rebekah Birks laia.green.primary.school@plymouth.gov.uk 01752 660427	
Where is the Local Authority's Local Offer published?	https://www.plymouthonlinedirectory.com/plymouthlocaloffer	
Support services for parents of pupils with Special Educational Needs.	Plymouth Information Advice and Support for SEND (PIAS) https://www.plymouthias.org.uk/ 01752 258933 pias@plymouth.gov.uk	

Implementation

Questions	School Response
What kinds of special educational needs are provided for at Laura Green Primary?	Laura Green Primary is a mainstream, inclusive school for children aged 2-11 that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2014). A child or young person has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice, 2015, p.94) There are four broad areas of need for children with SEND. Trained and experienced staff are able to support learners who may have difficulties with: • Cognition and Learning • Communication and Interaction needs • Social, Emotional and Mental Health • Sensory and/or Physical Difficulties We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Children with SEND, either with or without an Education and Health Care Plan (EHCP), are welcome to apply for a place in school in line with the school admissions policy. If a place is available, we will use our best endeavours, in partnership with parents, to make the provision appropriate and accessible to meet the needs of pupils at this school. For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless: • it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, • Or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources. Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the named school. In line with the Local Authority's admission policy, children will have priority where the school is named in their Education, Health and Care Plan. Children with Special Educational Needs and Disabilities who do not have an EHCP will have equal admission opportunities to those without Special Educational Needs and Disabilities.

How do we identify children with SEND?	We have highly trained teachers and teaching assistants who can identify and help support children who are experiencing any difficulties and the SENDCo coordinates this work across the whole school. Class teachers continually track the progress of all children in their class. They have daily discussions with support staff to ensure every child is meeting their potential. Class teachers and teaching assistants can discuss any concerns they have with the SENDCo, and all teachers have termly Pupil Progress meetings. There are many ways that we may identify an additional need for example: • Liaising with all Early Years providers and other primary schools to ensure that information on children transitioning into the school is shared effectively. • Staff carry out regular assessments, so that they are able to quickly identify any child who is experiencing particular difficulties. • Parents may raise concerns about their child. • Other professionals working with a child outside of the school may raise concerns or highlight a specific need. • Pupils views • Review attendance data for pupils • Following the Plymouth Graduated Approach to Inclusion framework
How do we evaluate the effectiveness of the provision for children with SEND?	Subject leaders and the SENDCo measure the effectiveness of provisions made for pupils as part of their subject monitoring cycle. This will include learning walks, book looks, pupil conferencing and analysis of progress data. The effectiveness of interventions is measured on a Provision Map which shows the pre-assessment data, expected outcomes, post data and evaluations, and reviewed by the SENDCO. Interventions will be monitored by the Classroom teacher and SENDCo and where necessary, appropriate additional training will be provided to staff running interventions. All children who have an identified additional need and are monitored on the schools SEND register have an Individual Education Plan (IEP) which include personal targets for the child. These are reviewed three times across the school year in collaboration with staff, parents/carers and the child. If a child is supported through the 'Team Around Me' process or an 'Early Help Assessment', the multi-agency team working with the child will meet approximately every 6 weeks to review progress against outcomes. Pupils with an EHCP will have an annual review where the progress towards outcomes and the appropriateness of provisions in Section E and F of the EHCP will be reviewed.

	The SENDCo, Mrs Lisa Trembath, reports regularly to the Governing Body. We have a Governor who is responsible for SEND, who attends meetings where possible, and who reports to the Governing Body.
How do we assess and review children's progress?	As a school, we track and analyse children's progress in learning against age related expectations on a termly basis. We also understand that progress looks different for each individual child and so we use a range of different ways of assessing progress, for example, measuring progress from a starting point and focussing on personalised targets to celebrate successes. The class teacher continually assesses children and notes areas where they are improving and where further support is needed. Interventions are closely tracked to measure the impact the support is having. Pupil Progress meetings are held each term with the class teacher and a member of the Senior Leadership Team. In these meetings, children who are not making at least expected progress are highlighted and next steps discussed. Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more detail. The Plymouth Graduated Approach to Inclusion framework is used as an electronic tool to support teachers and school leaders to identify, assess, record and review the needs of children and young people requiring additional or special educational provision. There are three broad stages of support, all which are implemented using an Assess, Plan, Do, Review cycle. The primary aim of this framework, is to ensure that levels of support at an early stage, which are part of a school's universal offer, are implemented before a pupil progresses through to targeted or specialist levels of support For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.



What is our approach to teaching children with SEND?

We have an ambitious and broad curriculum and we expect our SEND pupils to be fully involved in all lessons and extra-curricular activities. Pupils, including those with special educational needs, are taught the school's broad and balanced curriculum which can be found on the school's website.

Where children have significant and complex needs, we work closely with a range of multi-agency professionals and their family to agree the most appropriate provision for that child.

We passionately believe that all teachers are the teachers of children with SEND. High Quality Teaching is a non-negotiable for every child in our school. Our highly skilled teachers will use techniques such as scaffolding to ensure that children are able to access the curriculum. There is an expectation that teachers will be highly aware of the learning needs of all children and will ensure that the learning is coherently sequenced to pupils with SEND needs, starting points and aspirations. All curriculum areas include retrieval practice and lessons are planned with cognitive overload in mind. Learning links build upon previous lessons and years and these links are made explicit to the children. We believe that the best teaching takes place in class and we do not want children missing out on any part of the curriculum as this could be a barrier to them achieving an aspiration for the future.

	What would high quality targeted classroom teaching look like for my child? • The teacher would have the highest possible expectations for your child and all pupils in the class • That all teaching is built on what your child already knows, can do and can understand • Different ways of teaching are in place to ensure that your child is fully involved in all aspects of the lesson. • Specific adaptive strategies (that may be suggested by the SENDCo or professionals) are in place to support your child to learn. • Your child's class teacher will have carefully checked on your child's progress and will have identified any gaps in their knowledge that may need some extra support to make the best possible progress. The school recognises the importance of the findings by the Education Endowment Fund's summary of recommendations for SEND in mainstream schools and any in class support by teaching assistants, adheres to their recommendations on effective deployment of teaching assistants. Pupils with medical needs will be provided with a Care Plan, and where necessary an intimate care plan, compiled in partnership with specialist medical professionals and parents and if appropriate, the pupil themselves. We are fully committed to where feasible, making reasonable adjustments to improve the accessibility of our environment to meet individual needs. We will always be happy to discuss individual requirements where necessary. Please see our Accessibility Policy for further details.
What additional support for learning is available to pupils with SEND?	When a child has been identified with special educational needs, the class teacher will ensure that the child can access the curriculum appropriately and this will be discussed with the parents formally at Parents/Carers' meetings. The SENDCo will liaise with external professionals where appropriate and will work with staff to ensure that every child is able to access the curriculum. If appropriate, specialist equipment may be given to the child e.g. writing slopes, pen/pencils grips, use of technology. All children are different so every child is unique with their learning journey. A range of additional support is tailored to individual needs and specific strengths and barriers.

How are children with SEND included?	All staff are committed to promoting the involvement of all children in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met for all children. Where applicable parents are consulted and involved in planning for inclusion. A full risk assessment is always carried out prior to planned school trips to prioritise inclusion and safety for all children. Where needed, additional adults may be deployed to support with trips. We also encourage children with SEND to access our extra-curricular clubs.
What support does the school provide for improving emotional and social development?	All our staff know and care about all the children and their needs. Time within the curriculum is dedicated to fostering self-esteem and confidence. Our carefully planned transition process ensures that through meetings with feeder settings and conversations with parents, we can anticipate the medical, social and emotional needs of all children. The school offers a variety of pastoral support for children who may be encountering emotional difficulties, starting with the support offered to children in class. This is achieved through a comprehensive curriculum for children's spiritual, moral, social and cultural development. We use a Trauma Informed approach to support children's emotional needs. Our Positive Behaviour Policy, which includes guidance on expectations, rewards and sanctions is followed consistently by all staff. We view behaviour as a form of communication. For children who may have complex social and emotional needs, a support plan may be put in place in agreement with parents and professionals. Further pastoral support is also available through specially trained staff, for example Learning Mentor support or accessing support from other agencies such as the Mental Health Support Team (MHST) or the Multi-Agency Support Team (MAST).
What expertise and training do staff have to support children with SEND?	We have a culture of sharing good practice and expertise which enables us to ensure that staff have the skills needed to effectively support children with SEND. All the teaching staff are kept up to date with changes in SEND legislation and practice both nationally and locally. Our regular in-house CPD (Continual professional development) programme offers training around key aspects of SEND. We regularly review staff training needs and provide relevant training to develop whole school staff understanding of SEND and strategies to support inclusive and high-quality teaching. The school uses its best endeavours to secure the special educational provision called for by any pupils' needs. We also provide staff with information about effective strategies to use within their class and adhere to the principle that 'All teachers are teachers of children with special educational needs'

	to ensure that all teachers and staff are equipped to deal with a diverse range of needs. We work closely with external agencies to support staff training and development of expertise. We aim to ensure we have a variety of skills among the staff. Mrs Lisa Trembath holds the National SENDCo Qualification. All school staff receive training when required. The SENDCo attends termly SENDCo updates from the Local Authority to keep abreast of current legislation and practices. There may be times when children require additional support from outside agencies to receive more specialised expertise.
How do we secure the equipment and facilities needed to support pupils with SEND?	The SENDCo oversees the SEND budget and commissions services, to meet the needs of current and future cohorts. As needs of pupils and cohorts are identified or change specific equipment and facilities are bought using the SEND Top up funding as agreed by the SENDCo. We work closely with medical and multi-agency professionals to take advice on the most effective equipment or technology to support our pupils. Our school building is a Victorian building which is built on a slope, however, the size of the building allows for the relocation of classrooms to the ground floor if necessary. There are steps to the entrances which can be easily adapted to accommodate a ramp if required. We have an accessibility plan which is reviewed regularly. If appropriate we would access further support and advice from outside agencies through the TAM process and access additional funding from the Local Authority if a child's needs exceed the funding available in our delegated budget.
How do we work with parents/carers to support children?	From the very beginning of any child's educational journey with us, we work hard to engage parents and build positive home-school relationships. We know that parents know their children best and it is important that we, as professionals, listen and understand when parents' express concerns about their child's development. Daily opportunities for contact are provided at the end of the school day with class teachers and members of the senior leadership team welcoming children into the building each morning. Arrangements can be made to speak in more detail to the class teacher or SENDCo at any time by appointment or by emailing the school.

	Our universal offer also includes the progress of all children being reported to parents verbally three times per year and in writing through Annual Reports at the end of every academic year. Parents of children with special educational needs are at the heart of the decision making process with regards to the provision for that child. Provisions are reviewed regularly with the parents through the Individual Education Plan (IEP) process. The TAM (Team Around Me) process also allows for a close working relationship between the school, multi-agency professionals, parents and the child. Children and parents of children who have Education and Health Care Plans (EHCPs) will be invited to meet the SENDCo to review progress at an annual review. The views of the child and the parents/carers will form a key part of these discussions. We aim to ensure that the children are aware of the interventions that they are involved in, what the learning goals are, when they will take place and how they are progressing.
How do we involve children in the planning of support?	We use a child-centred approach where the views of the child are sought in ways appropriate to their age and individual needs. Class teachers, teaching assistants and school leaders are always available to listen to children's opinions, questions and points of view. The SENDCo spends time with individuals to gain their thoughts as part of the annual review and the TAM processes. Children are helped to complete an 'All about Me' page that explains how they feel the adults working with them can best support them. Personalised targets are set, agreed and reviewed with children and their parents/carers.
What is the complaint procedure?	If a parent of a child with special educational needs has a concern regarding their child's provision, they would be encouraged in the first instance to speak to the class teacher. The class teacher can then involve the SENDCo where necessary. A parent is also free to contact the SENDCo directly. It is hoped that all concerns or questions can be resolved through open working relationships and open lines of communication. Mrs Trembath is our Inclusion Leader and the Special Educational Needs Coordinator (SENDCo). If you have any concerns regarding your child's learning, she can be contacted directly via phone or email inclusion@lairagreenprimary.plymouth.sch.uk. If you would like to make a complaint, then please follow the school's Complaints Policy.

How do we work with outside agencies to support children?	We have established and effective relationships with outside agencies including the Educational Psychology Services, health and speech and language specialists. We draw on their professional knowledge to support individual children as well as to provide staff training. Outside agencies contribute to staff's professional development by delivering training on specific programmes of intervention, for example Precision Teaching, or strategies for supporting children with identified difficulties. Professionals from outside the school may be invited to attend meetings to discuss individual situations where it is felt that support above and beyond what the school is able to offer is necessary. In these cases parents/carers will be consulted and consent sought so that the agencies are able to work in supporting the overall development of the child. The outside agencies used by the school are: • Multi-Agency Support Team (MAST) – including Educational Psychologists, councillors, family therapists, family support workers, learning mentors, art therapists, drama therapists. • The Communication and Interaction Team (CIT) • The Mental Health Support Team (MHST) • NHS Speech and Language Therapists (SaLT) • The Educational Psychology Service • Sensory Support Team (Hearing Impairment/Visual Impairment Advisory Teachers) • School Nursing Service • Child Development Centre • Child and Adolescent Mental Health Service (CAMHS) • Educational Welfare Officer/Attendance Engagement Officer • Barnardo's • Children's Social Care • Plymouth Information Advice and Support Service (PIAS) • Health Visitors • ATAN (Advisory Teacher for Additional Needs)
How are children with SEND supported with transition to new classes or schools?	A number of strategies are in place to enable effective pupil's transition. These include: On entry:- • A planned programme of visits for pupils starting Preschool or Reception. Additional visits are arranged if needed. Parents/carers are usually invited to a meeting at the school to support them in enabling their child to settle into the school routine.

- The Preschool and Reception Class Teachers hold an initial consultation with the parent/carer of every child prior to them starting in September so that any specific needs can be discussed early.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately.
- Enhanced transition meetings may take place if the child has additional support from multi-agency professionals. A transition plan will be created.

Transition to the next class/Key stage

- The current teacher completes a transition meeting with the new class teacher.
- A transition morning is arranged to give pupils a chance to experience their new class before the new academic year starts. We know that early identification of possible problems is more beneficial to both the child and the teacher and these need to be addressed as early as possible.
- New class teachers will be invited to TAM, Annual Reviews and EHAT meetings in the Summer term with the permission of pupils and parents.
- Bespoke transition plans will be put into place as required. This may be additional visits to the classroom when no one is in there, spending time playing games with the new class teacher or a photo transition booklet.

Transition to a new school in Year 6

- Enhanced transition days are arranged for pupils with SEND depending on need.
- The annual review in Y5 for pupils with an Education, Health and Care plan begins the process where parents are supported in making decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies where appropriate, to ensure information received is informative, with questions being answered.
- Accompanied visits to other providers may be arranged as appropriate.
- The school will upload relevant information to the Plymouth Transition Portal and highlight pupils that are recommending for an enhanced transition.
- Transition meetings are held where appropriate with the secondary school, school staff, multi-agency professionals, parents and pupils. A transition plan will be created.

Where can I find out more information about services available for children with SEND?	The Plymouth Online Directory (POD) contains a directory of services available. The link below will take you to the POD and provides information on how the Local Authority expects schools to meet the needs of children with SEND and their families; this is called 'The Local Offer' and can be found by visiting this website: https://www.plymouthonlinedirectory.com The Plymouth Graduated Approach to Inclusion (GATI) website provides a wealth of useful information for parents and professionals. https://plymouthgati.co.uk/ A glossary of SEND terms is included in the appendices of the SEND Code of Practice.
Who can I talk to about my child?	We are always happy to talk to families, so if you have any queries or worries, do speak to any staff member and we will do our best to help. The Class Teacher is responsible for: • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the SENDCo know as necessary. • Writing Individual Education Plans, based on the smaller steps of progress needed for success and sharing and reviewing these with parents at least once a term. • Personalised high-quality teaching of your child • Ensuring that the School's Information report and policy is followed in their classroom for all pupils with SEN The SENDCo is responsible for: • Developing and reviewing the Schools SEN Information Report and Policy • Co-ordinating all of the support for pupils with SEN • Ensuring that you are: I) Involved in supporting your child's learning II) Kept informed about the support your child is receiving III) Involved in reviewing how your child is doing • Liaising with all other professionals who may be coming in to school to support your child • Updating the schools SEND Register and making sure that the records of your child's progress are kept up to date • Providing or sourcing specialist support for staff in the school, so they can help children with SEND in the school to achieve the best possible progress. The Headteacher is responsible for: • The day to day management of all aspects of the school; this includes the support for pupils with SEND.

- The Headteacher will make sure that the governing body is kept up to date about issues relating to SEND.

The SEND Governor is responsible for:

- Making sure the necessary support is given for any child with SEND that attends the school.

Impact

What has gone well this year?

- Pupils with SEND are accessing our broad and ambitious curriculum and we continue to work closely with multi-agency professionals and families to ensure the best possible provision is in place to support our children.
- Data analysis of KS2 outcomes, showed that the number of children with SEND that achieved the expected level in reading, writing and mathematics was significantly above national statistics.
- Pupils with SEND across the school made progress at least in line with national statistics.
- Our Preschool provision allowing us to deliver teacher-led provision to 2 and 3 year olds. This learning environment is giving our children the best possible start as they begin their school journey, and allows us to put support in for children at the earliest stages.
- We have used Speech, Language and Communication Progression Tools which have allowed us to identify speech and language difficulties at an early stage through a planned screening programme. As a result of this, onward referrals for additional support have been made.
- We have an extensive extra-curricular offer of 19 clubs available to all children including those with SEND. Joining a club can make a huge difference to the physical and mental wellbeing of children because they get a chance to play, make friends, and learn something new. Feedback from families and children has been highly positive.
- We have extended our pastoral support capacity by delivering an increased number of effective Communication and Interaction, and Social, Emotional and Mental Health interventions.
- We have strengthened our inclusion team with the addition of a Learning Mentor with qualifications in mental health and counselling, enabling us to provide our children with high-quality, evidence-based mental health support in a responsive and timely manner.

- All our children have access to a free breakfast each morning (Bagels, cereals and fruit). This is having a positive impact on their readiness to learn and also supporting a positive transition into school each day.
- We have ensured that our interventions are carefully thought through and evidence based.
- Following our successful role in an EEF research project supporting reading in Year 2 (Lexia), we have extended this to all year groups.