



SEND Information Report 2026-2027



Learning,



Playing

and



laughing



together

to be the



best



we



can.

Contents

1. Welcome
2. Our vision for inclusion
3. What is SEND?
4. Identifying needs and getting support
5. Our Provision Register and Learning Plans
6. Teaching and provision
7. Our SEND spaces
8. Reviewing progress and working with families
9. Pupil voice
10. Specialist advice and staff expertise
11. Transitions
12. Participation, accessibility and wellbeing
13. Concerns and complaints
14. Contact details and local information

1. Welcome

At East Preston Infant School, we are committed to providing an inclusive, nurturing and ambitious environment where every child feels valued, safe and supported to thrive.

Children learn, communicate and experience the world in different ways. Some may need additional support at different points in their school journey. Through early identification, inclusive teaching, strong partnerships with families and access to specialist advice, we aim to provide the right support at the right time.

This report explains how we identify and support pupils with Special Educational Needs and Disabilities (SEND), and how we put our SEND Policy into practice.

2. Our Vision for Inclusion

We believe:

- Every child belongs and should be able to participate in school life.
- Every child's voice matters.
- Differences should be understood, respected and celebrated.
- Families are essential partners.
- Early identification and support can improve outcomes.
- Children should develop confidence and independence.
- Barriers to learning and participation should be identified and reduced wherever possible.

Our inclusive practice is informed by the SEND Code of Practice and the West Sussex Ordinarily Available Inclusive Practice (OAIP) framework.

3. What is SEND?

A pupil's needs are individual and may change over time. The SEND Code of Practice describes four broad areas of need.

Communication and interaction

Includes support with understanding or using language, speech sounds, social communication and interaction, or autism-related needs.

Cognition and learning

Support with literacy, numeracy, memory, processing, retaining new skills or broader learning difficulties.

Social, emotional and mental health

This may include support with emotional regulation, anxiety, relationships, self-esteem, engagement or participation. Behaviour may communicate an underlying need.

Sensory and/or physical needs

This may include sensory processing needs, hearing or visual needs, physical needs or disabilities, coordination difficulties, or medical needs that affect access to education.

East Preston Infant School is a mainstream school supporting pupils with a broad range of SEND.

4. Identifying Needs and Getting Support

Early identification is central to our approach. Needs may be identified through:

- Discussions with parents and carers.
- Teacher observations and classroom assessment.
- Information from pre-school or a previous setting.
- Reception and curriculum assessments.
- Pupil progress discussions.
- Changes in a pupil's progress, learning or engagement.
- Screening and assessment tools.
- Medical information.
- Advice from external professionals.
- The pupil's views and experiences.

A formal diagnosis is not needed for a pupil to receive support for identified special educational needs or medical needs. Support is based on the pupil's functional needs and the barriers they experience in school.

Speech Link Screening in Reception

Reception pupils identified through baselining as needing further exploration of their speech and language development are screened using Speech Link. Screening helps us identify pupils who may need further support and informs next steps.

Where concerns are identified, we discuss them with families. Support may include classroom strategies, targeted intervention or further specialist advice.

If you think your Child may need support

Please speak initially to your child's class teacher. They will discuss your concerns, gather observations and assessment information, introduce or adjust classroom strategies and monitor your child's response. They may also discuss your child with the SENDCo if further support is needed.

Where a family has concerns about a possible diagnosis, staff will discuss the pupil's needs with them. Depending on the concern and relevant referral arrangements, the school may seek advice or refer to an appropriate service, or encourage the family to discuss this with their GP. Support for identified needs can begin without waiting for a diagnosis.

Parents and carers are involved throughout this process.

5. Our Provision Register (SEN register) and Learning Plans

We maintain a SEN register, which we refer to in our school and in this report as *the Provision Register*. It helps us identify the provision each pupil needs and supports staff to plan and review that provision.

Every pupil on the Provision Register has an individual Learning Plan. Each plan is based on the pupil's identified special educational needs and includes their strengths, views and personal aspirations, alongside outcomes and the support intended to help them make progress. The plan is individual to the pupil; being on the Provision Register does not depend on having a formal diagnosis.

Pupil voice is an important part of each Learning Plan. We gather the pupil's views in ways that suit their age, communication and preferences. This helps us understand what matters to them, what they feel confident about and what support they find helpful.

6. Teaching and Provision

Quality first teaching which is high-quality inclusive practice is the starting point for supporting pupils with SEND. The class teacher remains responsible for the learning and progress of every pupil in their class, including pupils receiving support from teaching assistants or specialist staff.

Inclusive classroom approaches

Our approach is informed by the West Sussex ordinarily available inclusive practice (OAIP framework). Classroom strategies and adjustments may include:

- Visual timetables, visual support and "Now and Next" approaches.
- Clear, reduced or chunked instructions.
- Vocabulary support and pre-teaching.
- Modelling, scaffolding and breaking learning into smaller steps.
- Overlearning and additional processing time.
- Flexible approaches to recording.
- Carefully considered seating and groupings.
- Predictable routines.
- Communication, sensory and regulation resources.
- Movement or regulation opportunities.
- Emotional check-ins.

Adapting the Curriculum and Learning Environment

Adaptations are based on each pupil's identified needs. These may include:

- Adapted resources and visual support.
- Additional modelling, pre-teaching and overlearning.
- Small steps in learning. Identified using Cherry Garden Tapestry
- Reduced language or chunked instructions.
- Alternative recording methods or assistive technology, where appropriate.
- Sensory adjustments and movement breaks.
- Flexible groupings and additional processing time.
- An individual workspace, where appropriate.

We aim to make everyday classroom learning accessible while maintaining ambitious expectations for every pupil.

Targeted Support

Where appropriate, pupils may also receive:

- Individual Learning Plans.
- Speech and language programmes or Speech Link intervention.

- Precision Teaching.
- ELSA.
- Small-group interventions.
- Sensory programmes.
- Additional communication support.
- Targeted adult support.
- Personalised transition arrangements.

Support is matched to need rather than diagnosis and is reviewed to check whether it is helping the pupil achieve their agreed outcomes.

Education, Health and Care Plans

If a child is finding it difficult to access learning and needs a high level of additional support, we review the help they receive and make changes where needed. If a child requires around 20 hours or more of additional support each week, we may seek advice from specialist professionals and consider whether an Education, Health and Care needs assessment (EHCNA) would be appropriate.

Children with an Education, Health and Care Plan (EHCP) receive support based on the needs and goals set out in their plan. We regularly check their progress and work with parents and relevant professionals to review the plan each year, making sure their support continues to meet their needs.

7. Our Nurture Spaces

Our additional spaces complement inclusive classroom teaching. They are used according to pupils' identified needs and planned provision.

The Oasis

The Oasis is our sensory and regulation space. It contains sensory, soft-play and movement resources. Sensory Circuits take place in The Oasis and may support regulation and readiness for learning, coordination, body awareness, movement, attention and gross motor development. Provision may be informed by advice from Occupational Therapy or other professionals such as the as LBAT or ASCT teams.

Calm and Regulation Spaces

Quieter, lower-stimulation spaces which are available to all pupils. They can help pupils practise regulation strategies and return to learning.

ELSA and Emotional Wellbeing

Our Emotional Literacy Support provision offers targeted opportunities to develop skills such as understanding emotions, emotional regulation, friendship, resilience, confidence, self-esteem and social understanding.

Music Therapy

Music therapy can support children to express themselves, develop communication skills and build positive relationships in a safe and supportive environment. Through music, singing, rhythm and the use of instruments, children can explore their feelings, build confidence and develop skills to help them manage their emotions.

The Treehouse and The Reef

The Treehouse and The Reef provide additional spaces for structured intervention, small-group work, individual support, communication and language activities, and personalised learning.

8. Reviewing Progress and Working with Families

Learning Plans are reviewed termly with input from the pupil, their family and the staff who know them. Reviews consider the pupil's progress, what is working well and whether any part of their provision or targets need to change.

The summer-term Learning Plan is completed before the pupil's early transition to their new class. It gives the receiving teacher clear information about the pupil's needs, strengths, successful strategies and existing provision before they begin working together.

During the first half of the autumn term, the new teacher works with the pupil and reviews the plan, including how well the existing provision is working and whether any changes are needed. This gives staff time to get to know the pupil and build on the support already in place.

The reviewed Learning Plan, with targets appropriate to the new year group, is shared with parents and carers online before parents' evening. Families have the opportunity to add comments, which can then inform discussion at the meeting. This helps families and staff discuss the pupil's individual special educational needs, strengths and aspirations, and agree any next steps together. This process is continued with the spring term learning plan being sent before parents evening to follow the same pattern.

We aim to make sure parents and carers understand what support their child is receiving, why it is being provided and what difference it is expected to make.

9. Pupil Voice

Pupils' views matter. We adapt how we gather pupil voice to suit each pupil's age, development and communication preferences. This may include:

- Conversations with familiar adults.
- Visual choices.
- Photographs or photo elicitation.
- Lego-based conversations.
- Learning Plan reviews.
- EHCP reviews.
- Transition activities.

We want pupils to understand, in a way that is appropriate for them, what helps them learn and to have opportunities to contribute to decisions about their support.

10. Specialist Advice and Staff Expertise

SEND is a whole-school responsibility. Staff development responds to pupils' needs and the development priorities of the school. Areas of training and expertise may include autism and social communication, neurodiversity, sensory processing, Therapeutic Thinking, Precision Teaching, speech, language and communication, Colourful Semantics, executive function, trauma-informed approaches, supporting autistic girls and masking, and Emotionally Based School Avoidance.

When a pupil's needs require advice beyond the expertise available within school, the SENDCo may work with parents and carers to seek advice from relevant services or professionals.

Depending on a pupil's needs, the school may work with:

- Speech and Language Therapy.
- Occupational Therapy or Physiotherapy.
- Educational Psychology.
- Autism and Social Communication Team.

- School Nursing.
- Child Development Centre.
- CAMHS.
- Early Help.
- Local Authority support services.
- Social Care services.
- Relevant voluntary organisations.
- Specialist Education Advice and Outreach Service (SEAOS).

The involvement of an external service depends on the pupil's circumstances and the relevant referral or access arrangements. Families are involved when specialist advice is being considered.

11. Transitions

We plan transitions carefully because changes to people, places and routines can require additional support.

Starting at East Preston

In the summer term, we hold an open evening for new Reception families so they can meet the teachers and SENDCo. We visit children in their pre-school settings and arrange handovers with pre-school staff.

For children with more complex needs, we work with families, pre-schools and the Early Years Advisory Team to arrange a supported transition meeting. Support may also include additional visits.

Moving between Year Groups

Some pupils benefit from enhanced transition. This may include sneak-peek visits to the new year-group area with ELSA support staff, helping pupils identify what will stay the same and what may change. Some pupils will have more frequent visits.

On transition day, pupils can visit their new classroom, meet their teacher and receive a booklet with photographs to look at with their family. Additional visits to meet the new teacher with your parent/guardian may be available if required before early transition.

Early transition includes pupils beginning in their new classes on the following Monday for the final two weeks of term. This gives them time to say goodbye to their previous teacher and classroom and settle into their new class.

Moving to Junior School

We work with receiving schools to plan an appropriate handover. Support may include sneak-peek visits with ELSA support staff, additional visits, social stories with photographs of the teacher and classroom, a summer-term transition day, and a visit from the new teacher to the pupil's current class. We may also arrange parent and carer meetings or multi-agency planning where appropriate.

Information is shared with the receiving school as part of transition planning, with parents and pupils involved in agreeing what is shared.

12. Participation, Accessibility and Wellbeing

Pupils with SEND are supported to participate as fully alongside their peers. This includes access to the curriculum, educational visits and school trips, Forest School, Beach School, assemblies, celebrations, playtimes and lunchtimes, clubs and enrichment activities, and physical activities. Where additional support is needed, we consider appropriate adjustments and planning.

We are committed to ensuring pupils with SEND can access the curriculum, learning environment and wider school community. Our Accessibility Plan explains how the school approaches access to the curriculum, the

physical environment and information. Reasonable adjustments are considered in response to individual needs.

13. Concerns and Complaints

We encourage families to raise concerns as early as possible so that we can work together.

1. Speak to your child's class teacher.
2. Contact the SENDCo, Claire Greenway.
3. Speak to the Headteacher if further resolution is needed.
4. If your concern remains unresolved, use the school's published Complaints Policy.