ST LAURENCE SCHOOL

Special Educational Needs Information Report

2025–2026

Special Educational Needs & Disabilities Co-ordinator:
Ms J Newland, Assistant Headteacher-Inclusion

Inclusion at St Laurence School

At St Laurence School, we strive to support all our students and enable them to reach their full potential at school. In order to do this, many steps are taken to support our students through their learning journey. High-quality teaching is vital; however, for some students there are occasions when further additional support may be needed to help them fully access the learning environment and achieve their targets.

Our aim in the SEND department is to equip students with the skills to become confident in the management of their special educational needs, to become independent learners and to achieve their potential.

The SEND Department base is a welcoming, friendly, nurturing space which students can access throughout the school day. There are specialist rooms where Learning Mentors deliver one to one or small group interventions in Literacy and Numeracy as well as a sensory space and a ELSA room.

The Den is a quiet and welcoming space which is open before school, during breaktime and lunch time for students to meet, chat and play board games.

The SEND team works closely with all subject departments and student support services within the school. We believe that the sharing of information and a coordinated approach will give staff the knowledge needed to personalise learning for SEND students so that their needs are met.

We strive to ensure that barriers are removed for students with SEND so that they have full access to the curriculum and extracurricular activities, making their experience at St Laurence School successful and rewarding.

How will St Laurence School support my child?

Students with special educational needs or disabilities are those who experience significantly greater difficulty in learning, or accessing learning, than the majority of their peers and whose educational progress is therefore hindered and may be limited.

These students require special consideration in terms of physical access, curriculum and teaching provision above that which might normally be expected to be available.

The majority of students with SEND needs are identified before joining St Laurence School. We work closely with our feeder primary schools to ensure SEND information is shared ahead of transfer and, where possible, families can meet the Special Educational Needs Coordinator (SENDCo) and complete their child's Pupil Passport ahead of starting in September.

Students who make in-year transfers are also identified in the same way. We work collaboratively with their previous school to transfer SEND documents and provide additional visits to agree a personalised Support Plan and ensure a smooth transition.

Students can also be identified as having SEND needs at any point in their educational journey at St Laurence School.

This identification may come from any of the following:

- Testing of reading, spelling and cognitive ability on entry to school
- Concerns raised by parents/carers
- Concerns raised by teachers/Head of House
- Concerns raised by the students themselves
- Data such as end-of-term tests or standardised assessments
- Lesson observations and learning walks

If your child is not making progress, or if there is another indicator of concern, the school will discuss with you:

- Any concerns you may have
- Any further interventions or referrals to outside professionals to support your child's learning
- How we can work together to support your child at home and at school

Sometimes a student may need some short-term help if there is a change in circumstances, for example a bereavement or family breakdown. In this case, please talk to your child's tutor in the first instance.

Students in school with SEND receive support that is specific to their individual need. This may be provided by the subject teacher or may include:

- Other staff in the school, including Teaching Assistants
- Working in collaboration with staff from dual placements where appropriate
- Staff from Local Authority services such as the SSENS, Mainstream Inclusion team, Speech and Language Therapy Service, Occupational Therapy (OT), or WILTS Social Care
- Staff from clinical services such as CAMHS, RUH Paediatrics and Community School Nursing
- Staff from counselling or mentoring services such as Off The Record, MHST or Mentoring Plus
- Assessment by an Educational Psychologist or other specialist
- Working in 1:1 or small groups on a specific intervention programme
- Providing specialist equipment and resources to support learning and development

Staff will always explain concerns and planned support. Where referrals to outside agencies are required, parental permission will always be sought.

How are students recorded on the SEND Register?

All students who have been identified as having SEND will be recorded on the school SEND Register either as:

- **School Support (K)**
- **Education, Health and Care Plan (E)**

Information recorded will include the student's primary category of SEND need.

What is the role of staff in supporting students with SEND?

Headteacher

The Headteacher is responsible for the day-to-day management of all aspects of the school, including support for students with SEND and/or disabilities.

SENDCo

The SENDCo is responsible for:

- Coordinating SEND provision
- Developing and overseeing the SEND Policy
- Monitoring the school's graduated response
- Liaising with parents, carers and external professionals
- Maintaining the SEND Register
- Supporting staff through guidance and training
- Coordinating Learning Support Plans
- Ensuring effective communication regarding SEND provision

Teaching Assistants

Teaching Assistants work alongside teachers, parents and external agencies to raise attainment while promoting independence, self-esteem and social inclusion.

They may:

- Support students within classrooms
- Deliver interventions individually or in small groups
- Help students access learning independently
- Deliver specialist programmes under SENDCo guidance

Teachers

Teachers are responsible and accountable for the progress and development of all students in their classes, including those receiving additional support.

Teachers will:

- Deliver high-quality adaptive teaching
- Follow recommendations within Learning Support Plans
- Monitor progress and raise concerns where appropriate
- Work with the SENDCo to assess and respond to needs

SEND Trustee

The SEND Trustee is responsible for:

- Ensuring the school maintains an up-to-date SEND Policy
- Monitoring the effectiveness of SEND provision
- Supporting strategic development of SEND across the school

- Reporting to the board of Trustees

How will St Laurence School support my child's transition?

The school operates a comprehensive transition programme for students moving between phases of education.

The SENDCo liaises closely with feeder primary schools to ensure that information regarding SEND is transferred effectively, and support arrangements are in place before students join Year 7.

Additional visits, enhanced transition programmes and individualised planning may be arranged where required.

Students with EHCPs and Looked After Children will receive personalised transition support and careers guidance to support future education, training and employment pathways.

What support is available for students with SEND?

All students on the SEND Register have a personalised Support Plan developed collaboratively between the student, parents/carers, SENDCo and relevant professionals.

Possible interventions include:

- Teaching Assistant classroom support
- Literacy interventions
- Reading and spelling support
- Touch typing programmes
- Dyslexia-focused literacy programmes
- ELSA support
- Emotional regulation programmes
- Assistive technology, including laptops and reading pens
- Reduced or adjusted timetables
- Exam Access Arrangements

- Mentoring
- Speech and Language Therapy programmes
- Social communication support
- Autism-specific support
- Educational Psychology assessment
- Referrals to health services when required

Support is reviewed regularly through Support Plan reviews and Annual Reviews.

What specialist services can the school access?

The school can access a range of specialist services, including:

- Autism Outreach Services
- CAMHS
- Community School Nursing Team
- Paediatric Services
- Counselling Services
- Educational Psychology
- Occupational Therapy
- Physiotherapy
- Social Care
- Specialist Family Intervention Services
- Speech and Language Inclusion Partnership

How will the curriculum be matched to my child's needs?

Our curriculum is adapted to meet individual needs through:

- Adaptive teaching approaches
- Personalised learning activities
- Appropriate support resources
- Reasonable adjustments

- Classroom adaptations
- Assistive technology where necessary

This enables students to access learning successfully and make progress.

How will my child be included in activities outside the classroom?

All students are encouraged to participate in enrichment activities and educational visits.

Risk assessments are undertaken where necessary, and reasonable adjustments are made to support inclusion.

Additional support may be provided where required to ensure safe participation.

What support is available for my child's wellbeing?

Pastoral and emotional wellbeing support may include:

- 1:1 pastoral support
- Mentoring
- ELSA intervention
- Group support programmes
- Support from external agencies
- Counselling services
- Early Help coordination
- CAMHS referrals where appropriate

How is the decision made about what support my child receives?

Support is determined through:

- Assessment of need
- Parent and student feedback
- Progress information
- Advice from specialist professionals
- Regular review meetings

Provision is adjusted in response to changing needs.

How will St Laurence School allocate resources?

The school allocates its notional SEND budget according to identified needs across the school.

Funding may be used to:

- Employ specialist staff
- Deliver interventions
- Purchase equipment and resources
- Access specialist services

Where needs are significant, the Local Authority may undertake a statutory assessment process which could result in an Education, Health and Care Plan (EHCP).

What training opportunities are there for staff?

St Laurence School is committed to providing high-quality professional development.

Training may include:

- Autism
- ADHD
- Dyslexia
- Speech, language and communication needs
- Social, emotional and mental health needs
- Adaptive teaching and inclusive classroom practice

Training is delivered through school-based development programmes and external providers.

How can I be involved in planning for my child?

Parents and carers are encouraged to contribute fully through:

- Support Plan review meetings
- Parents' evenings

- SEND review meetings
- Multi-agency meetings
- Regular communication with staff

How will I know how my child is doing?

In addition to normal reporting arrangements, parents can discuss progress with subject teachers, tutors, pastoral staff or the SENDCo at any time.

Reports from outside professionals will be shared with families and discussed where appropriate.

How accessible is the school environment?

St Laurence School is committed to accessibility and inclusion.

Reasonable adjustments are made where required and accessibility considerations form part of building and site reviews.

Who should I contact about SEND concerns?

Parents who have concerns about their child's learning should initially contact their child's tutor.

If your child is already receiving SEND support, you may contact the SENDCo directly.

SENDCo: Ms J Newland

Email: sendcoteam@st-laurence.com

Where can I find the Local Authority Local Offer?

Wiltshire Local SEND offer

Communication with the SEND Department, including complaints

You can contact the SEND Department by:

1. Telephoning the school office and requesting a call back.
2. Emailing the SENDCo team email.

3. Writing to the school using the address on the school website.

In the first instance, parents/carers are encouraged to discuss concerns directly with the SENDCo.

Concerns may also be escalated through the school's complaints procedure via the SEND Trustee or Headteacher.

Mr Tim Farrer, Headteacher

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Review Arrangements:

The SEND Information Report will be reviewed annually.

Next review date: July 2027