



Greenfield
Pre-School

**SPECIAL EDUCATIONAL NEEDS AND
DISABILITY (SEND)
INFORMATION REPORT
2025-26**

Greenfield Primary School

SEN Information Report 2025-26

At Greenfield Pre-school we are committed to the equal inclusion of all pupils in all areas of pre-school life. We recognise the diverse and individual needs of all our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

Our policies for the identification and assessment of pupils with SEND

The responsibility for the initial identification of a child with SEND will usually rest with Key workers. Identification and assessment of pupils' SEN will include:

- Staff observations
- Profiling to Early Years Outcomes
- 2 Year Check within setting
- Information and advice from other agencies
- Views of the pupil
- Views of parents
- Observational checklists
- Dynamic forms of assessment which involve:
 1. Observing and recording responses in different environments
 2. Identifying strengths and weaknesses
 3. Identifying learning rates and learning styles

Assessment information highlights pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

We also assess progress in areas other than attainment; for instance, where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition, then we would put in extra interventions and support to meet those needs.

Where a pupil is making less progress than expected, the first response to such progress is high quality teaching targeted at areas of weakness. Where progress continues to be less than expected the key worker and teacher, working with the SENCO, assesses whether the child has SEN. The pupil's response to such support helps to identify their particular needs

The SEND Code of Practice describes the principles to be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- taking into account the views of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

What are special educational needs (SEN)?

The term 'special educational needs' has a legal definition. Children with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age,

The law says that children do not have learning difficulties just because their first language is not English. Of course some of these children may have learning difficulties as well.

Children with SEN may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and social difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Many children will have SEN of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school.

SEN could mean that a child has difficulties with:

- all of the activities on offer in school
- understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving appropriately in school
- organising themselves; or some kind of sensory or physical needs which may affect them in school

Staff members work closely with parents/carers to build up a complete picture of the child's needs, so that appropriate support can be put in place.

Consulting parents and carers of pupils with SEND and involving them in the education of their child

At Greenfield Pre-school it is vitally important that home and school work closely together. Our strong partnership enables us to share our expectations, develop our understanding of

pupils needs and celebrate their successes. Parents are always informed about their child's learning each term.

Supporting parents and carers who have a concern about their child's learning

The pre-school has an open door policy and works closely with educational and health care professionals who can signpost parents/carers to further avenues of support. All information from outside agencies will be discussed with parents/carers and the professionals involved directly, or where appropriate, in a report.

We place great importance on identifying special educational needs early so that we can help children as quickly as possible.

If you think your child may have special educational need that has not been identified, you should talk to the keyworker or SENCO straight away.

You will be able to talk over your concerns and find out what the pre-school thinks. The SENCO will be able to explain what happens next.

You might like to ask if:

- the pre-school thinks your child has difficulties;
- the pre-school thinks your child has special educational needs;
- your child is able to work at the same level as other children of a similar age;
- your child is getting some extra help; and
- you can help your child

Parents will be made fully aware of any planned support and interventions.

Four broad areas of need

The purpose of identification is to work out what action the school should take to support your child and NOT to fit your child into a category. Your child's needs may cover more than one or all areas and their needs may change over time. The school will complete a detailed assessment of need and produce an individual SEND Support Plan to ensure that the full range of your child's needs are identified, not simply the primary need. The support provided for your child should always be based on a full understanding of their particular strengths and needs, and interventions put in place should target their areas of difficulty. We regularly review how we provide support across these areas. They are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/ or physical needs

Arrangements for assessing and reviewing the progress of these pupils

Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are

revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress. This is known as the graduated approach. Individual target plans are reviewed each term by the SENCo and parents.

Graduated Approach

Any support offered to your child during the SEND Support Stage should take the form of a four-part cycle.

Assess: Your child's difficulties must be assessed so that the right support can be provided; this might mean getting advice and further assessment from someone like an educational psychologist, a specialist teacher or a health professional.

Plan: Your child's school needs to agree, with your involvement, how your child will benefit from any support they get.

Do: The school will put the planned support into place, and your child's teacher, SENCO or nominated support staff will remain responsible for working with your child on a regular basis, to track their progress and check that the support is being effective.

Review: The support your child receives should be reviewed regularly. Together with your child, their teacher / support worker or SENCO, you should decide whether the support is having a positive impact. This graduated approach includes regular reviews and the involvement of specialist expertise, when required.

Staff training

All staff have Paediatric First Aid and Safeguarding Level 1 qualifications and are trained in using Makaton Signing System.

Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's areas of need, we will consider involving specialists. This could include, for example, speech and language therapists, specialist teachers for the hearing or vision impaired. The pre-school works closely with the Early Years Inclusion Team which provided advice and support.

Supporting pupils with SEND when they transfer between phases of education

At Greenfield pre-school we have strong links with local primary schools. The SENCO and Foundation Stage teacher will visit a child with SEND in the pre-school setting prior to transition and additional visits to our school are also arranged.

Contact details for support services for parents and carers of pupils with SEND, including those for arrangements made in accordance with section 32 (Children and Families Act 2014)

Information and support services for families can be accessed in the first instant by contacting the school directly via email on preschool@greenfield.leics.sch.uk or by telephone on 0116 2773584 option 2.

If parents have concerns of a pastoral nature or day to day issues they should contact their child's keyworker directly. If concerns are of a more educational nature or are about SEND, parents should then contact the SENCO.

Further advice and support for parents can be found at **SENDIASS – Special educational needs and disability information, advice and support service.**

Tel: 0116 3055614

Email: sendiass@leics.gov.uk

Website: www.leicestershire.gov.uk

Leicestershire County Council's SEND local offer

Details of this can be found at www.leicestershire.gov.uk/local-offer

Please see our pre-school website and our school policies for further information.

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