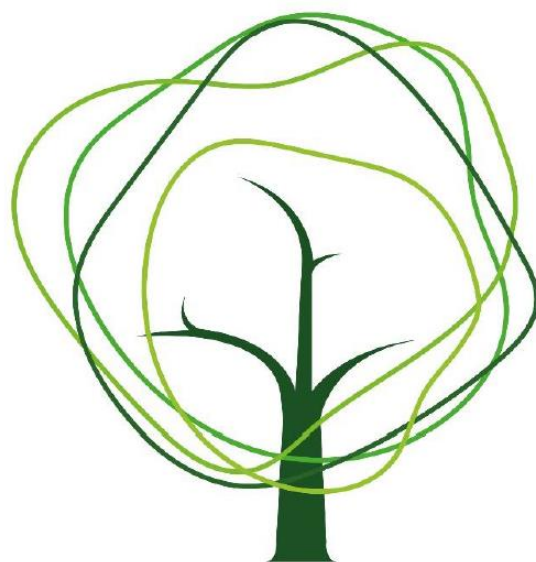




# Eyres Monsell

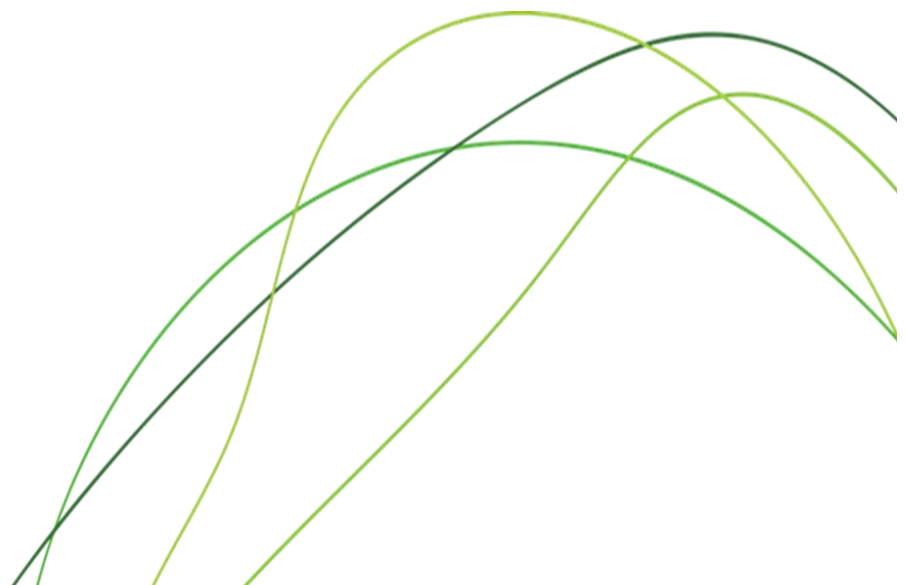
Primary School

Special Educational Needs and  
Disabilities (SEND) Information Report  
2026-2027



This report forms Eyres Monsell Primary School's SEND information report for the academic year 2026-2027 and should be read alongside the school's SEND Policy and Accessibility Plan.

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## Welcome to Eyres Monsell Primary School!

At Eyres Monsell Primary School, we want every child to feel happy, safe and included. We believe that all children can succeed when they are given the right support. We work closely with families to help every child learn, make friends and achieve their best.

### Our Vision

We will:

- Value every child.
- Celebrate strengths and achievements.
- Remove barriers to learning.
- Help children become confident and independent.
- Support wellbeing and positive mental health.
- Work together with families.
- Prepare children for the future education, adult life and independent living.



## What is SEND?

Some children need extra help to learn, communicate or take part in school life. SEND stands for Special Educational Needs and Disabilities. There are four main areas of need:

### **Communication and Interaction**

Children may need support with:

- Speaking and Listening
- Understanding Language
- Social Communication
- Autism

### **Cognition and Learning**

Children may need support with:

- Reading
- Writing
- Maths
- Memory

### **Social, Emotional and Mental Health**

Children may need support with:

- Feelings and emotions
- Friendships
- Confidence
- Attention and Concentration

### **Sensory and Physical Needs**

Children may need support with:

- Hearing
- Vision
- Physical difficulties
- Medical needs

### Who supports SEND at Eyres Monsell Primary?

Your child's class teacher knows them best and is responsible for their learning and wellbeing each day. If your child has a pupil passport or EHCP, the SENCo, class teacher and teaching assistants will work together to make sure the support is right for them.

Our pastoral team also supports children and families. They work alongside classroom staff to help make sure every child gets the support they need to learn, grow and feel happy in school.

Special Educational Needs  
Co-ordinator (SENCo)- Miss  
Carlyle



Pastoral Deputy  
Headteacher- Mr Dowsing



Family Link Worker- Mrs  
Boddice



Thrive Practitioner- Mrs  
Gunn



Emotional Literacy Support  
Assistant- Mrs Ash



### Working with External Agencies

Sometimes children need support from specialist professionals in addition to the support available in school. We work closely with services from the Local Authority, NHS and other agencies to access advice, assessments and specialist support. We may work with Speech and Language Therapists, Educational Psychologists, Specialist Teaching Services and other relevant services. Referrals can be made when appropriate and where children meet the service criteria.

If you would like more information about available services, please speak with Miss Carlyle.

## Our SEN Pathway

At every stage, we work closely with children, families and professionals to make sure the right support is provided.



### Universal

Every child starts with universal provision which includes high-quality teaching and support in the classroom.



### Ordinarily Available Provision

If concerns arise, classroom staff and the SENCo work together to provide additional short-term support and review this under early monitoring.



### SEN Support

If a child needs more help, they may be placed on the SEN Register where individual targets and additional provision are put in place. These are recorded in a pupil passport and reviewed termly.



### Specialist

For children with more complex and long-term needs, additional funding for support or an EHCP may be required and agreed with the local authority.



## Our Inclusive Universal Offer

Every child benefits from high-quality inclusive teaching every day. We believe that many barriers to learning can be reduced through effective practice and reasonable adjustments. All pupils at Eyres Monsell Primary School can expect:

### Inclusive Teaching

- Quality First Teaching with adaptive teaching approaches
- Clear learning intentions and success criteria
- Scaffolded learning opportunities
- Multi-sensory teaching strategies
- Flexible grouping and seating arrangements

### Inclusive Classrooms

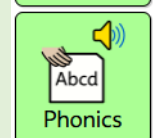
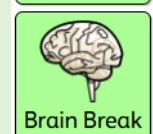
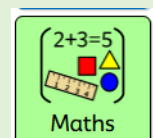
- Visual timetables and visual prompts
- Structured classroom routines
- Vocabulary pre-teaching
- Wobble cushions and sensory resources where appropriate
- Calm and supportive learning environments

### Inclusive Participation

- Access to trips, visits and residential activities.
- Access to clubs and enrichment activities.
- Participation in performances, sporting events and celebrations.

### Inclusive Relationships

- Strong pastoral support
- Positive behaviour approaches
- Respectful and nurturing relationships
- Support for emotional wellbeing and belonging.



### Ordinarily Available Provision

At Eyres Monsell Primary School, our Ordinarily Available Provision is based on the Leicester City Best Endeavours and Reasonable Adjustment Guidance. This means we aim to identify and remove barriers to learning and make appropriate adjustments so that children can access education and take part in school life. Examples include:

| Communication and Interaction                                                                                                                                                               | Cognition and Learning                                                                                                                                                                                                                          | Social, Emotional and Mental Health                                                                                                                      | Sensory and Physical Needs                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Visual support</li><li>• Social Stories</li><li>• Language groups</li><li>• Speech and language programmes</li><li>• Communication groups</li></ul> | <ul style="list-style-type: none"><li>• Small group support</li><li>• Extra reading practice</li><li>• Adapted learning activities</li><li>• Pre or post teaching</li><li>• Overlearning opportunities</li><li>• Chunked instructions</li></ul> | <ul style="list-style-type: none"><li>• Thrive sessions</li><li>• ELSA support</li><li>• Emotional regulation support</li><li>• Sensory breaks</li></ul> | <ul style="list-style-type: none"><li>• Sensory Circuits</li><li>• Adapted equipment</li><li>• Medical plans</li><li>• Specialist resources</li><li>• Use of assistive technology</li></ul> |

The support offered will vary depending on a child's needs and may change over time. We regularly review provision and ensure children receive the right support at the right time.

### SEN Support

Where a child requires provision that is additional to or different from that provided through the school's universal or ordinarily available offer, they may be placed on the SEN Register. We use a **graduated approach**, which means we **assess** the child's needs, **plan** support and intervention to help the child progress, put the planned support in place and **review** progress regularly. This helps us make sure each child receives the right support at the right time and can make the best possible progress.

Children receiving SEN Support will have:

- Clearly identified needs.
- Individual outcomes and targets in a pupil passport
- A pupil passport which is reviewed with parents each term
- Additional provision and interventions

In line with the SEND Code of Practice, we will always discuss concerns and proposed support with parents or carers before adding a child to the SEND Register. We believe that working closely with families helps us understand each child's needs and provide the right support. Parents are always able to meet with the class teacher and/or SENCo, to celebrate success, discuss any concerns and agree next steps together.

## Specialist Support

Some children have needs that are significant, complex and long-term. At this stage, the school may request to access additional funding for specialist intervention and support which is agreed with the local authority and external agencies. Following this support, where appropriate or additional support is required, the Local Authority may conduct an Education, Health and Care Needs Assessment.

An EHCP:

- Identifies educational, health and care needs.
- Specifies provision required.
- Sets long-term outcomes.
- Is reviewed annually.
- Names a school for the child to attend.

The school works closely with families and professionals to ensure that EHCP provision is delivered effectively.

Additional information around Education, Health and Care plans can be provided by Miss Carlyle or additional information can be found on the local authority website at [Education Health and Care plan \(EHCP\) | Leicester City](#)

## Parent Partnership and Co-production

We recognise that parents and carers know their children best. We are committed to working in partnership with families through:

- Open communication.
- Regular review meetings.
- Parent consultations.
- Annual Review meetings for pupils with EHCPs.
- Collaborative decision-making.
- Joint problem solving.
- Sharing progress and achievements.

We value parental views and encourage families to contact the school whenever they have concerns regarding their child's learning, wellbeing or development. Families will be involved in planning support and reviewing outcomes throughout their child's educational journey.

## Mental Health, Wellbeing and Attendance

Positive wellbeing is essential for successful learning. We provide support through:

- Thrive approaches.
- Emotional literacy interventions.
- ELSA support.
- Pastoral support.
- Emotional Regulation strategies.
- Family support services.
- Attendance guidance and support.



We recognise that some pupils with SEND may experience barriers to attendance.

We work closely with families to:

- Identify barriers.
- Develop supportive strategies.
- Promote engagement with school.
- Monitor attendance sensitively.
- Ensure children are supported to access learning successfully.

We aim to create a safe and welcoming environment where every child feels able to attend, participate and succeed.

## Preparing for Transitions

Transitions can be challenging for some children, and we work carefully to ensure that they are well supported.

### Starting School

Support may include:

- Visits to school.
- Transition meetings.
- Information sharing with previous settings.
- Transition booklets and photographs.

### Moving Between Classes

Support may include:

- Additional visits.
- Meet the teacher sessions.
- Visual supports.
- Social stories.

### Transition to Secondary School

Support may include:

- Enhanced transition programmes.
- Additional visits, multi-agency meetings.
- Transition reviews.
- Sharing of pupil profiles and support plans.

Our aim is to ensure every child feels confident and prepared for change.

## Complaints and Concerns

We aim to resolve any concerns quickly and collaboratively.

If you have concerns about your child's SEND provision, we encourage you to speak to:

1. The Class Teacher
2. The SENCo
3. The Headteacher

If concerns remain unresolved, parents may follow the school's formal complaints procedure, which is available from the school office and on the school website.

We value feedback and continually strive to improve our provision.

In school you can get further information and advice from our members of staff.

Advice on all SEND related issues for your child or access to services.

Miss Carlyle

Please contact the school office to arrange an in person meeting or email her directly at [SENCO@eyresmonsell.leicester.sch.uk](mailto:SENCO@eyresmonsell.leicester.sch.uk)

For advice on additional concerns about issues with SEND.

<https://sendiassleicester.org.uk/>

SENDIASS Leicester offers free, confidential and impartial information, advice and support to parents and carers of young people aged 0-25 with special educational needs or disabilities (SEND) as well as young people themselves.

For advice on emotional wellbeing and mental health

Please contact the school office to arrange a meeting with Mrs Ash or Mrs Gunn.

For advice on family support

Please contact the school office to arrange a meeting with Mrs Boddice

For advice on attendance

Please contact the school office to arrange a meeting with Mr Dowsing

Leicester City Local Offer

Information and guidance that can support children and young people with SEND, aged 0 to 25, in Leicester. This is called our Local Offer.

[SEND local offer | LCC Family Hub](#)