



William Austin Infant School
SEND Information Report 2025-2026



The SEND Information Report forms part of Luton Borough Council's offer for learners with Special Educational Needs and Disabilities (SEND). The LBC Local Offer provides an outline of the provision available in Luton across Education, Health and social Care for children with SEND.

| | |
|--|--|
| <p>1. The kinds of SEND that are provided for:</p> | <p>We are an inclusive, mainstream school that aims to meet the needs of all learners.</p> <p>Additional and/or different provision is provided for a range of needs as laid out in the Special Educational Needs and Disability Code of Practice January 2015:</p> <p>Communication and Interaction including Autistic Spectrum Disorder / Condition, Specific Language Disorders and Speech, Language and Communication difficulties</p> <p>Cognition and Learning Specific Learning Difficulties (dyslexia, dyscalculia and dyspraxia) and Moderate Learning Difficulties</p> <p>Social, Emotional and Mental Health Difficulties that may affect behaviour and learning including Attention Deficit Hyperactivity Disorder/ Attention Deficit Disorder, Attachment disorder, Anxiety and Depression.</p> <p>Sensory and/or Physical Needs including visual and hearing impairments, sensory processing difficulties, hypermobility and motor skills.</p> |
| <p>2. Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO</p> | <p>A pupil is identified as requiring SEND support if their attainment and progress is significantly below Age Related Expectations despite high quality teaching targeted at the pupil's specific areas of difficulty. The gap may be temporary or longer lasting and may require specialist support from external agencies such as an Educational Physiologist or Behaviour Support Specialist. In some cases, a pupil may require a high level of additional support. In such cases, a request for an Education, Health and Care Plan can be submitted to the Local Authority with a range of supporting evidence.</p> |

| | |
|---|--|
| | <p>A range of data sources are used to support in the identification of barriers to a pupil's learning and attainment. These include:</p> <ul style="list-style-type: none"> • Information from previous schools attended including nurseries. • EYFS baseline assessments, EYFS Profile, progress and attainment data (entered at least termly), Year 1 Phonics Screening Check. • Observations from teachers and TAs • Impact of short term, focused interventions to address and fill gaps in learning • Impact of Pupil Premium Interventions (pupils who are/have been in receipt of free school meals and children who are looked after by the Local Authority and post-looked after children) • Concerns raised by parents • Assessments carried out by the SENDCo or external agencies. <p>Key Contacts in school: Class teachers – the class email address can be used to contact your child's class teacher</p> <p>Inclusion Manager / SENDCo: Miss Johnson Link Governor for SEND: Mrs Shah All contact with the SENDCo and link governor can be made via the school office - 01582 595198; office@williammaustinininfants.co.uk</p> |
| <p>3. Arrangements for consulting parents of children with SEND and involving them in their child's education</p> | <p>Discussions with parent/carers at the earliest stage of any concern will help to identify if a pupil has additional / Special Educational Needs. If there are concerns regarding a pupil's progress and/or attainment, the Class Teacher will raise a concern with the SENDCo and the parent will be informed. The pupil will be set short term targets and interventions may be put in place. The pupil's progress will be monitored for a term before a decision is made to formalise the concerns and record the pupil's needs on the Special Needs Register. Regular discussions with parents will be in place to ensure that parents are fully informed of the process and the progress their child is making.</p> |
| <p>4. Arrangements for consulting young people with SEND and involving them in their education</p> | <p>The views of the pupil are important in planning the support and provision that will be made for them. Pupil's views may be collected from discussions with the Class Teacher / TA / SENDCo. These will be used to formulate an appropriate plan of support which takes into account their views and interests.</p> |
| <p>5. Arrangements for assessing and reviewing children and young people's progress towards</p> | <p>The graduated approach of Assess – Plan – Do – Review is completed using IEPs with SMART (Specific, Measurable, Achievable, Realistic, Time-bound) targets and through the use of an IEP. Evidence of work towards targets may come from:</p> |

| | |
|---|--|
| <p>outcomes. This should include the opportunities available to work with parents and young people as part of this assessment review.</p> | <ul style="list-style-type: none"> • Pupil Progress Meetings • Data from assessments in school • Teacher / TA observations • Interventions targeting support • SENDCo assessments and reports from external agencies. <p>Parents, and where possible, pupils, will be consulted through all stages of the Assess – Plan – Do – Review cycle.</p> <p>Open afternoons are an opportunity for parents to raise concerns and talk about the progress their child has made. This information is then used to inform the next stage of support to be put in place.</p> |
| <p>6. Arrangements for supporting children and young people in moving between phases of education.</p> | <p>At key transition points, teachers work closely with the SENDCo to identify pupils who are in need of additional transition. This ensures that all children are prepared for changing year groups, classes or schools. Pupils with SEND may be given additional opportunities to ensure a smooth transition including:</p> <ul style="list-style-type: none"> • Additional visits to the class / school • Additional tours of the year group / school • Additional opportunities for pupil voice and to ask questions. • Visits from new staff in existing setting / class |
| <p>7. The approach to teaching children and young people with SEND</p> | <p>Class teachers are responsible for Quality First Teaching in which appropriate provision including adaptive teaching, mastery approaches and tailored interventions are available for all pupils.</p> <p>Additional provision for pupils with SEND to meet the desired outcomes may be targeted through:</p> <ul style="list-style-type: none"> • Quality first teaching, using adaptive strategies and resources • TA support in the classroom • Use of home/school contact books • TA led interventions including Little Wandle Phonics, Social Skills, Fine Motor Skills, Speech and Language Support, Number Skills. • Individual support to target specific learning needs including pre-teaching, specialist support and individual interventions to work on specific targets. |
| <p>8. How adaptation are made to the curriculum and the learning environment of young children and young people with SEND</p> | <p>Reasonable adjustments may include:</p> <ul style="list-style-type: none"> • Use of adaptive teaching to support all learners • Curriculum adaptations, including use of pupil groups, teaching styles and content • Access to laptops and iPads with appropriate software and applications |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Enlarged copies of work / use of coloured paper for visual support • Writing slopes / posture cushions / sensory adaptations • Visual timetables • Now and Next • Use of TA support • Reward / incentive charts / consequences charts |
| 9. Additional support for learning that is available for pupils with SEND | <p>Additional support for pupils with SEND can be provided through the use of school resources such as targeted teacher support in lessons as well as the use of TA support.</p> <p>External agency support may be sought for some children and can be provided from professionals outside of school. This may include support from:</p> <ul style="list-style-type: none"> • Speech and Language Support • Educational Psychologist • Occupational Therapy • School Nursing Service • Virtual School for Looked After Children • Educational Welfare Officer for attendance issues • Edwin Lobo Centre (NHS Paediatric developmental centre) • Visual and Auditory support • CAMHS / CHUMS |
| 10. The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured. | <p>Staff are trained to support pupils with SEND in a variety of ways to match the pupil's needs:</p> <ul style="list-style-type: none"> • Specialist training may be available to meet specific needs of pupils e.g. speech and language • Ongoing training on new initiatives • Referrals to outside agencies can be made when required to secure specialist support and additional training. E.g. Educational Physiologist |
| 11. Evaluating the effectiveness of the provision made for children and young people with SEND | <p>The progress of pupils with SEND is tracked and monitored by:</p> <ul style="list-style-type: none"> • At least Termly data input • Pupil Progress meetings • Reports to governors • Parents'/Carers' and Pupils' views |

| | |
|--|---|
| <p>12. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND</p> | <p>We are inclusive school and all pupils have the same opportunity to access extra-curricular activities. Reasonable adjustments will be made to ensure participation for all pupils with specific requirements.</p> |
| <p>13. Support for improving emotional and social development</p> | <p>Support for improving emotional and social development is provided through:</p> <ul style="list-style-type: none"> • Daily mindfulness activities • Social skills groups • Assemblies/Celebration assemblies • Extra-curricular activities <p>Specific support for individuals can be provided through:</p> <ul style="list-style-type: none"> • Support from Family Worker • Nurture groups • Outside agency support such as CAMHS and CHUMS • Safeguarding support as appropriate |
| <p>14. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families</p> | <p>Outside agencies can be used to support the school in meeting the needs of pupils with SEND when required. The school can be referrals for support and will engage with outside agencies when there is already involvement with a pupil who attends the school.</p> <p>Other bodies / agencies that may be involved support a child in school may include:</p> <ul style="list-style-type: none"> • Speech and Language Support • Educational Psychologist • Occupational Therapy • School Nursing Service • Virtual School for Looked After Children • Educational Welfare Officer for attendance issues • Edwin Lobo Centre (NHS Paediatric developmental centre) • Visual and Auditory support • CAMHS / CHUMS |

| | |
|--|---|
| <p>15. Arrangements for handling complaints from parents of children with SEND about the provision made at the school.</p> | <p>Complaints about the SEND provision in our school should be raised in the first instance with the Class Teacher. This can be escalated to the SENDCo / SEND link governor / Deputy Headteacher or Headteacher for investigation. Parents / carers may then be referred to the school's complaints policy which is available on the school website.</p> |
| <p>16. Named contacts within the school</p> | <p>Class teachers – the class email address can be used to contact your child's class teacher</p> <p>Inclusion Manager / SENDCo: Miss Johnson Link Governor for SEND: Mrs Shah All contact with the SENDCo and link governor can be made via the school office - 01582 595198; office@williamaustrininfants.co.uk</p> |