Landulph Primary School SEND Information Report

November 2026

REVIEW DATE: November 2027

Name of SENDCo: Mr Robin Spencer

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Name of SEND Governor: Linda Hobley

School offer link:

Landulph Primary School - SEND

Whole School Approach to Teaching and Learning:

Landulph Primary School is an inclusive school. All staff are committed to being proactive in identifying and providing for the needs of all children in a wholly inclusive environment. All teachers are teachers of children with special educational needs and disabilities. As such, we adapt a 'whole school approach' that involves all the staff adhering to a model of good practice. The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and disabilities. We successfully work with children with a range of needs across the four areas of need as stated in the Code of Practice, including:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and/or Sensory Needs

The school will actively seek the involvement of parents/carers in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs and disabilities, where the support and encouragement of parents/carers is often the crucial factor in achieving success. The school will also work to ensure that pupils are fully aware of their next steps. Efforts will be taken to involve pupils in decisions that are taken regarding their education.

Our Universal; Targeted; Personalised provision can be found (here):

Our Graduated Response for Learners:

- Continual monitoring of the quality of teaching
- Identification of children whose needs are additional and different and who require SEN Support; placement on the School's Record of Need; initiation of "assess, plan, do, review" cycle.
- Consideration of application for Education, Health and Care Plan.
- All children/young people identified as requiring SEN Support, or with an Education, Health and Care Plan (EHCP) are on our Record of Need.

How we identify children/young people that need additional or different provision:

- Class teachers record their concern on a SEND Concern form which is given to the SENDCO.
- Observations, marking and analysing pupil's work.
- Regular discussions with parents and carers, both formal and informal.
- Termly pupil progress meetings
- Ongoing curriculum assessments. School academic reports.
- Tracking progress using data to inform APDR, including assessment, attendance, behaviour and student voice 'All About Me'.
- Further assessments by specialists, including those from external agencies linked to the four classifications of need.

We take a holistic approach by considering all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy. Our measures to keep all children, including children with SEND, safe are outlined in our Safeguarding Policy.

How we listen to the views of children/young people and their parents:

What	**Who**	**When**
Informal Discussions	SENDCO; teachers; TAs; Headteacher; SEND Governor; all pupils	Continual throughout the year
Parents' Evenings/Reports	Class teachers; SENDCO; Headteacher; parents; pupils	Termly

Assess, Plan, Do, Review meetings	Class teachers; SENDCO; Pupils on School Record of Need and their parents	Termly
Annual Reviews	SENDCO; Headteacher; Class teacher; TA; Pupils with an EHCP and their parents; external professionals involved with the child and family	Annual
Questionnaires/Surveys	All pupils and parents	Annual
Telephone and/or virtual communications	SENDCO; Headteacher; class teachers; TAs; parents	Open door policy for all

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, a more detailed Assess, Plan, Do, Review cycle is established by our SENDCo, Robin Spencer in partnership with the child/young person, their parents/carers and the class teachers. Please see our SEND Policy for further details.

This year, provision made for children/young people on our Record of Need has been:

Communication and Interaction:

- Speech and Language 1:1 and/or small Group Intervention
- Social Stories
- PECs and Visual support in all aspects of school life.
- Now and Next boards/Choice boards
- Visual in-task schedules
- Social skills intervention 1:1 and small group
- Break and Lunchtime social skills provision.

Cognition and Learning:

- Learning packs and support for individual pupils with specific learning difficulties
- Individualised timetables
- Focus group and targeted Interventions in all areas of Literacy and Numeracy
- Targeted Additional Adult Support
- Accessible and appropriate resources and learning aids
- Pre-teaching and Re-capping timetabled support.
- Adaptation of teaching style, planning and content,
- Phonological Awareness Intervention 1:1 and small group
- Dyslexia-friendly strategies
- National Dyslexia Awareness Week
- Additional Reading Support

- Use of ICT resources

Social, Emotional and Mental Health:

- RSHE/PSHE lessons
- Health and Wellbeing Week, Children's Mental Health Week
- Safe spaces for vulnerable pupils
- Key adults assigned to children with SEMH needs
- Therapeutic interventions
- Enhanced transitions between year groups and settings.
- Adapted timetables.
- Timetabled key adult check-ins with vulnerable children.
- Outside Agencies to support Off-site provision
- Mental Health Support Team

Sensory and/or Physical Needs:

- Adapted timetables to allow sensory breaks
- A range of fine and motor skill development activities
- Quiet/safe spaces
- Accessible and appropriate resources
- Pre-planned events incorporating adaptions to ensure inclusivity
- Use of ICT

SEND Data for the Year 2025-2026:

TOTAL EHCP: 2 pupils = 3.5% (4.3% National Average)

TOTAL ON SEND Support: 13 pupils = 23% (13% National Average)

Total on SEND Register combined: 15 pupils = 27% (16% National Average)

Main Area of Need Summary % of SEND Cohort

SEMH: 12%

Cognition and Learning: 24%

Communication and Interaction: 58%

Physical/Sensory and Medical needs: 6%

Our SEND Support and combined numbers are above the national average, and this is expected to continue into the next academic year. EHCP decisions are pending for 3 learners.

Support Staff Deployment:

Support Staff Deployment: Support staff were deployed in a number of roles:

- Targeted support in class, individual and group.
- Small group intervention out of class
- Playground support
- Lunchtime support
- PPA Cover (HLTA)
- First Aid

We monitored the quality and impact of this support by: observations, Intervention Plan Reviews, book scrutiny, pupil conferencing and learning walks.

Distribution of Funds for SEND:

This was allocated in the following ways:

- Support staff
- External Services (See School Offer)
- Teaching and Learning resources
- Staff training
- Specific SEND resources e.g. sensory items
- Specialist Provision

Continuing Development of Staff:

- Sensory Circuits and the use of movement breaks
- Developing and celebrating a whole School SEND ethos.
- Using INSIGHT to record and monitor APDR process.
- How to set SMART Targets and how to support.
- Adaptive teaching in writing and writing progression
- RWInc & Fast track tutoring – supporting SEND pupils
- Check & Challenge

We measure the impact of this training by monitoring teaching and learning and our whole school assessment tracking.

Partnerships with other schools and how we manage transitions:

We have worked with several schools in the area in the following ways:

- Transition to Secondary Schools (Saltash)
- Transition into our Foundation Class from Landulph Under 5's and other independent nurseries
- Transition into Landulph School from other schools during this period
- Transition into Landulph School for Elective Home Education

We ensured that the transition from Nursery to Foundation was smooth by regular communications, including visits, between relevant school staff, the feeder Nurseries and parents. For all year groups, the relevant school staff met to share information regarding all individual pupils during the Summer term. Some pupils on the SEND Record of School Support had additional transition support for preparation to move into the next class. The transition of Year 6 to secondary schools was supported through the sharing of information between the Year 6 teacher and the schools' SENDCOs. Pupils with SEND received enhanced transition packages.

Ongoing development:

We work hard to ensure that any areas of support for our learners which can be improved, are identified and strategies are put in place to make those improvements. We do this through our School Development Plan, which includes our SEND Development/Action Plan.

Our complaints procedure:

Our complaints procedures can be found on our school website.

There have been no complaints about SEN support and provision in the academic year 2025-2026.

Other relevant information and documents:

The Designated Safeguarding Lead is Mrs Karen Ball

The Local Authority's Offer can be found at :

https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/send-local-offer/

Our Accessibility Plan can be found on our website

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website.

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Our SEN Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

Report Author: Robin Spencer, SENDCO

Date: November 2026

This SEND Info report will be reviewed November 2027.