



Special Educational Information Report 2025-2026

This report sets out our annual offer to children with Special Educational Needs and/or Disability (SEND).

At Limes Farm Infant School and Nursery, we aim to ensure that all pupils, including those with special educational needs and/or disability (SEND) have their needs met and are included throughout. We value the abilities and achievements of all of our pupils and are committed to providing each pupil with the best possible environment for learning. We wish for each individual to reach their full potential academically, personally and socially whilst at Limes Farm and enjoy their time here.

What is Special Educational Needs and/or Disability?

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

What kinds of SEND are provided for?

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning. At Limes Farm Infant School and Nursery we provide provision for children with Special Educational Needs and/or Disability within each of the four categories defined in the 2014 SEND Code of Practice (para 6.27 – 6.35):

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health
- 4) Sensory and/or Physical Children with SEND may need extra help due to a range of different needs.

The purpose of identifying the area of need/s of the child is not to fit them into a category but rather, to consider the child's needs as a whole. This allows the school to plan and provide adequate provision for each individual.

The categories of need are described as follows:

Communication and Interaction

Children with speech, language and communication needs may have difficulty making sense of language or in communicating their needs and wants to others. Some children may need support developing fluency or forming sounds, words and sentences. They may also have difficulties in social situations as they do not understand the social rules of communication. These needs can change over time and they may have difficulty with one, some or all of the different aspects of speech, language and social communication.

Cognition and Learning

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in some, or all areas of the curriculum. They may have associated difficulties with mobility and communication. When children have profound and multiple learning difficulties (PMLD), they are likely to have severe and complex learning difficulties as well as a physical disability and sensory impairment. A child can also have a specific learning difficulty (SpLD) which may affect one area of their learning and encompasses a range of conditions, such as dyscalculia, dyslexia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Social, emotional and mental health needs can manifest in many different ways and can look different for all children. They could find managing their relationships with other people difficult, and may display behaviour that can hinder their learning and others which can negatively impact their health, wellbeing and their quality of life. Some children may have disorders such as Attention, Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), or attachment disorder.

Sensory and/or Physical Needs

Children may have a visual or hearing impairment or have a physical need for which they require additional ongoing support. Additional equipment may be needed to ensure that lessons and learning opportunities are accessible.

It is not uncommon that children may fall into one or more of the above categories.

What should I do if I think my child has an additional need?

If at any time you are concerned that your child needs additional help, you should initially talk to your child's class teacher who may suggest some ideas to support your child. You can also contact the Special Educational Needs and Disability Coordinator (SENDCo) Mrs Walsh. She is available all day Monday, Tuesday and Wednesday and can be contacted on 0208 501 111.

Our 2025 SEND profile

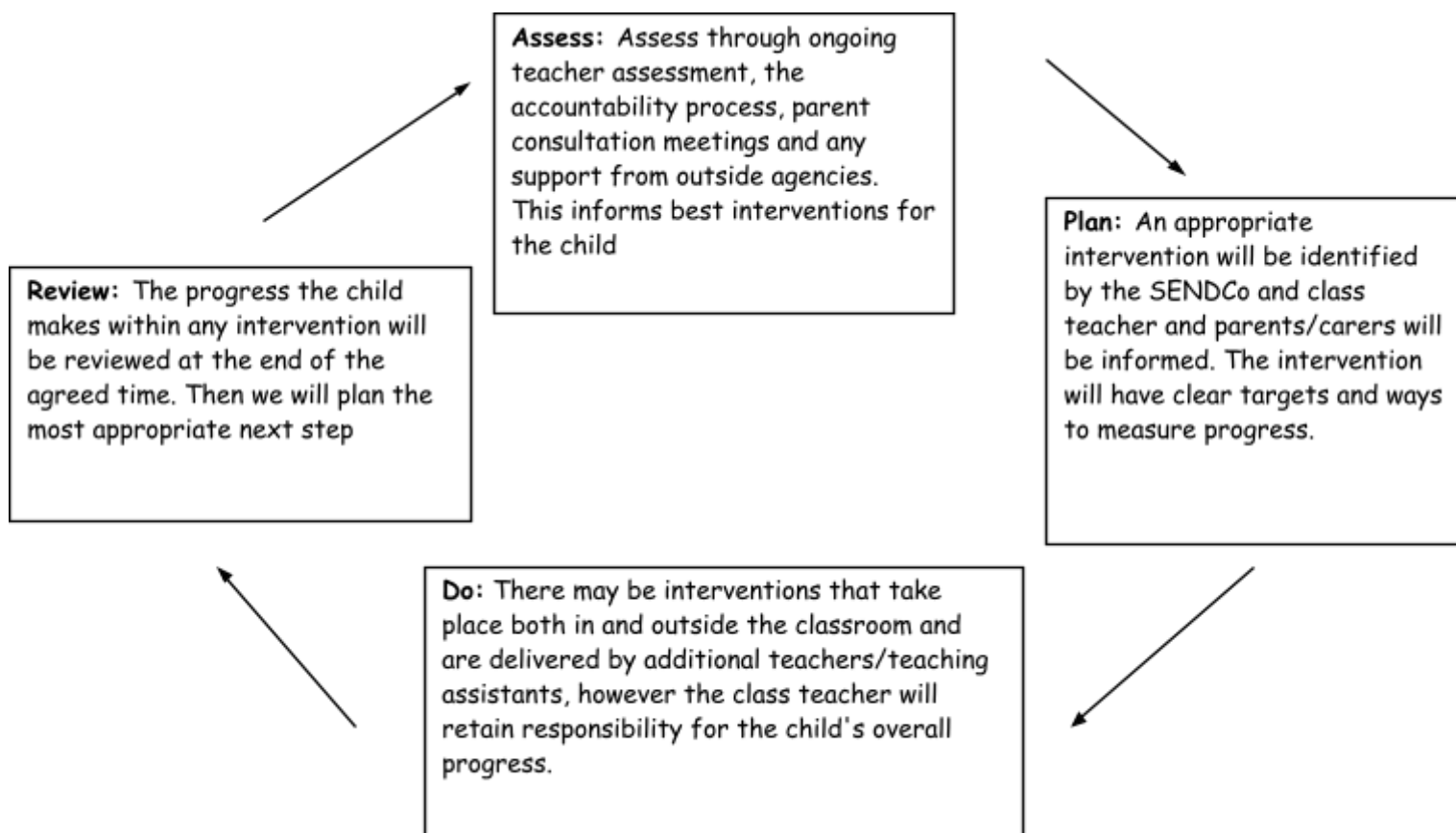
We currently have 47 pupils (26%) in receipt of SEND support and 13 pupils (7%) with an Education Health and Care Plan. 2 children are currently awaiting for an ECHNA and 6 are in the process of being completed.

70% of SEND pupils are identified as having SEND linked to Communication and Interaction, 40% linked to Cognition and Learning, 26% linked to Physical and Sensory and 12% linked to Social, Emotional and Mental Health.

Please note, the above percentages will not total to 100%, as pupils can be identified as having an area of need in more than one area.

SEND at Limes Farm Infant School

The school follows the 'assess, plan, do, review' process as described in the SEND Code of Practice 2014.



Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Termly progress meetings take place with class teachers, the SENDCo and Head Teacher to discuss all pupils who are not making expected progress. These children may be given targeted support through differentiation and/or may take part in appropriate intervention groups. If more support is needed, referral to outside agencies can be made with parent's permission.

SEND Support

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school.
- In keeping with all vulnerable learners, intervention for pupils on the SEND record will be identified and tracked.
- Each individual will have a One Plan. This plan enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document, which can be constantly refined and amended. The plan will be based on informed assessment and will include the input of outside agencies and will be monitored and evaluated at least termly by the teacher, SENDCO and the child and parents where possible.

Education Health and Care Plan (EHCP)

It may be necessary to apply for an Educational, Health, Care Plan (EHCP) for a child if their needs cannot be met by differentiated class teaching and interventions alone. All those professionals involved with the child will be asked by Essex SEN team to write a report explaining the child's need and appropriate support. If a plan is agreed then an allocated number of hours of support will be decided. This is linked to a set additional amount of money allocated to the school. This money will be used to support the child either in 1:1 support, small group support, interventions, self-help and social skills support, whatever is appropriate for the child. The EHCP is reviewed annually and if appropriate will stay with the child from 0-25 years.

Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for SEND support (above) and, in addition to this, will have an Annual Review of their statement/plan.

Interventions

All adults in school are motivated to help your child do well. The way in which we support children varies according to their needs and the provision available; sometimes just a short targeted intervention is needed to close the gap in their learning.

These interventions can include:

- ELSA
- Welcomm
- Colourful Semantics
- Social Games
- Time to Talk
- Socially Speaking
- Phonics
- Bucket Therapy
- EPS Maths
- Memory Magic
- Barrier Games
- EAL
- Booster groups

We measure the effectiveness of any support by tracking the progress a child makes during the course of the intervention. This is reviewed every six/eight weeks to ensure the child is receiving the correct support and if needed, give additional interventions or reduce existing ones.

Our SEND Provision

We have adapted many areas of our school to provide a more suitable environment for our children. We have an under the sea themed sensory room, a sensory garden in our courtyard as well as our specially adapted classroom, Rainbow Room. These areas provide our children with environments that allow their needs to be met. Each child that accesses Rainbow Room, has their own individualised curriculum and have multiple opportunities throughout the day for sensory and movement breaks. The children receive a high level of support as well as daily interventions.

What Services can be assessed by the school?

Depending on a child's individual needs, we will seek advice from, or liaise with, professionals from a range of outside agencies. These include:

- Florence Nightingale Child Development Centre
- School Nurse
- Social Services
- Speech and Language Therapy
- Educational Psychology Service

- Occupational Therapy Service
- Essex Children and Young People's Services
- Oakview Special Needs School

Compliance

The school's special educational needs and disability provision and report comply with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and is written with reference to the following guidance and documents:

- section 69 (2) of the Children and Families Act 2014
- regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014
- section 6 of the 'Special educational needs and disability code of practice: 0 to 25 years'
- The Equality Act 2010

Policies to read in conjunction with this SEND information Report

- Supporting Pupils with Medical Conditions
- Behaviour Policy and Practice
- Safeguarding Policy
- Equality Duty Policy
- Infant Transition Policy

If you require any more information, please do not hesitate to contact our SENDCo, Mrs Walsh. You can also find more information regarding support at <https://send.essex.gov.uk/>

To be reviewed May 2027.