Grasslot Infant School
SEND Information Report 2026

Special Educational Needs and Disabilities (SEND)

Reviewed: October 2026 | Review due: October 2027

The Special Educational Needs and Disability Regulations 2014 require maintained schools to publish information about how they identify, assess and make provision for pupils with SEN. This report explains how Grasslot Infant School puts its SEND policy into practice. It should be read alongside our SEND Policy, Accessibility Plan, Equality information/objectives, Admissions arrangements, Supporting Pupils with Medical Conditions policy and Complaints procedure.

Our SENDCo is Lisa Chilton, Headteacher/SENDCo. Parents and carers can contact school on 01900 812268 or at head@grasslot.cumbria.sch.uk.

National SEND reform: We are mindful of the direction of travel in the Department for Education's 2026 White Paper, Every Child Achieving and Thriving, and the associated SEND reform consultation. The proposals emphasise inclusive mainstream education, earlier support and greater consistency. At the date of this report, the consultation outcome has not yet been published, so we continue to follow the current statutory SEND framework and Code of Practice.

1. What kinds of SEND do we provide for?

Grasslot Infant School is an inclusive infant school with provision for children aged 2 to 7. We support children across the four broad areas of need described in the SEND Code of Practice:

- Communication and interaction, including speech, language and communication needs and autism.
- Cognition and learning, including specific, moderate or severe learning difficulties.
- Social, emotional and mental health (SEMH) needs, including attention, regulation and wellbeing needs.
- Sensory and/or physical needs, including physical disability and sensory processing needs.

A child may have needs across more than one area. Support is based on the child's individual profile and barriers to learning and participation. A formal diagnosis is not required before appropriate support or reasonable adjustments are put in place.

2. How do we identify and assess SEND?

Teachers and practitioners identify emerging needs as early as possible through observation, assessment, progress information and discussion with the child and family. We may use:

- information from parents/carers and previous settings;
- EYFS observation and assessment, the two-year-old progress review where applicable, and developmental tools such as the Early Years Developmental Journal;
- teacher assessment, phonics/reading and curriculum assessment;

- speech and language screening and intervention baselines;
- Boxall Profile or other appropriate wellbeing/SEMH tools;
- pupil progress and SEND review meetings;
- advice or assessment from relevant health, education or social care professionals.

Slow progress or attainment below age-related expectations does not, on its own, mean a child has SEN. Equally, support will not be delayed while a family is waiting for a diagnosis. We consider the whole child, the quality and impact of teaching, attendance and any wider factors.

3. What is our approach to teaching and support?

Our starting point is high-quality inclusive teaching. Teachers remain responsible and accountable for the progress and development of every pupil in their class, including where a child receives additional support from a teaching assistant or specialist.

Our continuum of support is: high-quality inclusive teaching and reasonable adjustments; ordinarily available provision; SEN Support through Assess, Plan, Do, Review; specialist advice where needed; and consideration of an EHC needs assessment where a child's needs cannot reasonably be met through ordinarily available and SEN Support provision.

- adaptive teaching and changes to task, language, pace, grouping, resources or environment;
- visual timetables, now-and-next approaches and clear, simple language where appropriate;
- small-group or individual teaching and pre-teaching;
- Read Write Inc., Fast Track Tutoring and targeted phonics/reading support where appropriate;
- Maths-Whizz and targeted mathematics support where appropriate;
- speech and language programmes such as Early Talk Boost/Talk Boost where appropriate;
- Time to Talk
- sensory regulation strategies, sensory circuits and access to appropriate sensory resources where identified;
- intensive interaction and supported communication approaches for children who need them;
- personal care and self-care support, including individual arrangements where required;
- Kidsafe and appropriate personal safety work.

4. SEN Support: Assess, Plan, Do, Review

Where a pupil requires provision that is additional to or different from that made generally for other children of the same age, SEN Support will be considered with parents/carers. We use the graduated Assess, Plan, Do, Review cycle.

- Assess: identify strengths, needs, barriers and baseline information.
- Plan: agree outcomes, short-term SMART targets, provision, reasonable adjustments, responsible staff and review arrangements.
- Do: the class teacher retains responsibility for the child and works with staff delivering additional provision.
- Review: evaluate progress and the impact and quality of support, normally at least termly, and agree next steps with the family and child.

A SEN Support Plan records strengths and needs, parent/carer and pupil views, outcomes, targets, provision, frequency/intensity, responsible staff, review date and evaluation. We do not routinely use IEP or Group Education Plan terminology.

5. How do we assess and review progress and effectiveness?

- reviewing progress towards SEN Support Plan and EHCP outcomes;
- teacher assessment and relevant standardised or curriculum assessments;
- before-and-after measures for targeted interventions where appropriate;
- review of attendance, engagement, independence, communication, regulation and participation where these are relevant outcomes;
- feedback from pupils, parents/carers, staff and external professionals;
- SENDCo and governor monitoring of provision, use of resources and impact.

If progress remains limited despite appropriate, sustained support, the school will seek specialist advice and may discuss requesting an EHC needs assessment with parents/carers. Children with an EHCP will also have the statutory annual review process.

6. How do we adapt the curriculum and environment?

We seek to enable children with SEND to participate in the full life of the school. The curriculum, teaching, routines and environment are adapted according to assessed need. Reasonable adjustments and auxiliary aids are provided in line with the Equality Act 2010.

- accessible resources and communication supports;
- adapted recording methods, equipment and seating where required;
- planned movement or sensory breaks;
- additional adult scaffolding where this promotes access and independence;
- adjustments to educational visits, clubs and wider opportunities, supported by individual risk assessment where required.

The main school building is on one level and has wheelchair access, a disabled toilet and shower. The school also has a dedicated sensory room equipped with specialist sensory resources. This provides a planned, supportive space for pupils who require sensory regulation, sensory breaks or targeted sensory provision as part of their individual support. Access is based on assessed need and is planned to support regulation, participation, independence and readiness to learn. Further information is available in the school Accessibility Plan.

7. How do we support emotional wellbeing and regulation?

Behaviour may communicate an underlying or unmet need. Staff seek to understand contributing communication, sensory, learning, emotional or environmental factors rather than viewing behaviour in isolation. Our universal provision includes PSHE and a positive relational approach. Targeted support can include nurture, Time to Talk, sensory regulation approaches and referral to relevant services where appropriate.

8. How are pupils and parents/carers involved?

Parents/carers are partners in decision-making. We encourage families to raise concerns early and aim to use clear, accessible language. Parents/carers are involved in SEN Support planning and review, requests for specialist involvement and statutory EHCP processes.

Children are supported to communicate their views, wishes and preferences in ways appropriate to their age, development and communication. For younger or minimally verbal children this may include

observation, photographs, symbols, choice-making, communication systems and contributions from adults who know the child well.

9. What expertise and training are available?

The SENDCo supports staff to identify needs, plan provision and review impact. The school ensures that the SENDCo meets the statutory SENCO qualification requirements. Staff development is planned according to the needs of pupils and may include speech, language and communication, autism, sensory regulation, emotional wellbeing, medical/personal care and inclusive teaching.

Key school contacts:

- Mrs Lisa Chilton - Headteacher / SENDCo
- Mrs Zine Brew- Key Stage 1 Lead
- Mrs Chloe Bridgewood- Sensory Lead

10. Which specialist services may support us?

With parental consent where required, we may seek advice from local education, health and social care services according to need, including:

- Cumberland specialist/advisory teaching services and Early Years SEND support;
- NHS Speech and Language Therapy;
- Educational Psychology;
- NHS Occupational Therapy and relevant physiotherapy/medical services;
- Child and Adolescent Mental Health Services (CAMHS), where referral criteria are met;
- Early Help and children's social care;
- Virtual School services for looked-after and previously looked-after children;
- Young Carers and relevant voluntary/community organisations.

The exact service involved will depend on the child's assessed needs and current Cumberland pathways.

11. How do we support transition?

- early information-sharing with previous and receiving settings, with appropriate consent;
- SENDCo/teacher liaison about strengths, needs, effective strategies, communication and provision;
- transfer of relevant SEN Support Plans and EHCP information;
- additional visits, photographs, visual transition materials or phased arrangements where appropriate;
- joint working with families and external professionals where specialist equipment, training or provision is needed;
- enhanced transition to junior school for pupils who would benefit from it.

12. Admissions and inclusion

Children with SEND but without an EHCP are considered through the same published admissions arrangements as other applicants. Where an EHCP names Grasslot Infant School, admission is arranged through the statutory EHCP process. The school does not discriminate against disabled

pupils and will make reasonable adjustments in accordance with the Equality Act 2010. Admission arrangements should be read alongside the school's published admissions information and Cumberland Council procedures.

13. Funding and resources

The school uses its core and delegated funding, including its notional SEN budget, to support pupils with SEN. Where needs require provision beyond that which can reasonably be met from delegated resources, we work with Cumberland Council and relevant professionals to consider additional or top-up funding under current local arrangements. Funding and staffing decisions are based on assessed need and the provision required, rather than diagnosis alone.

14. Complaints, disagreement resolution and independent advice

We encourage parents/carers to discuss concerns first with the class teacher or SENDCo so that issues can be addressed promptly. Formal complaints are managed through Grasslot Infant School's published Complaints Procedure. Concerns specifically about statutory EHC processes may also involve Cumberland Council's disagreement resolution, mediation or appeal arrangements.

Cumberland SEND Information, Advice and Support Service (SEND IASS) provides free, confidential and impartial information, advice and support to children and young people with SEND and their parents/carers.

Cumberland SEND IASS: https://sendiass.cumberland.gov.uk/

15. Cumberland Local Offer

Cumberland Council's SEND Local Offer is the central information point for families of children and young people aged 0 to 25 with SEND. It includes information about education, health and social care services, EHC plans, transport, early years support and other local provision.

Cumberland SEND Local Offer: https://www.cumberland.gov.uk/schools-and-education/special-educational-needs

16. Review of this report

This SEND Information Report will be reviewed at least annually and updated sooner where significant changes to provision, legislation, statutory guidance or local arrangements occur. Following publication of the Government's response to the 2026 SEND reform consultation, the school will review this report and its SEND Policy again and make any necessary changes.