LETHBRIDGE

EST. 1891

SEND Information Report 25-26

SENDCo – Mrs Tanya Rubio trubio@lethbridge.bluekitetrust.org

Designated teacher for Looked After Children – Tanya Rubio

SEND Governor – Irene Fernow

Acronyms:

ATCL – Advisory Teachers for Cognition and Learning

ADHD – Attention Deficit Hyperactivity Disorder

EHCP – Education Health and Care Plan

EHR – Early Help Record

EP – Educational Psychologist

ISP – Individual Support Plan

LAC – Looked After Child

PEP – Personal Education Plan

SASS – Swindon Autism Support Service

SEMH – Social, emotional and mental health needs

SEND – Special Educational Needs and/or disabilities

SENDCo – Special Educational Needs and Disabilities Co-ordinator

SLT – Senior Leadership Team

TA – Teaching Assistants

TAC – Team Around the Child

TAF – Team around the Family

TaMHS – Targeted Mental Health Support

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OUR ETHOS

Lethbridge Primary School is a friendly, happy and inclusive place where children are known and cared for. Teachers and pupils treat each other with respect and kindness, which allows children to be challenged, helping them to persevere and achieve their potential.



We believe in teaching skills, sharing knowledge and building special memories that children will take with them through the rest of their lives.

Our motto, Firm Foundations, Bright Futures, applies to every child. We remove the barriers that stand in a child's way, so that every child, including those with SEND, leaves us ready for the next stage of their education.

Our curriculum is creative and enables children to explore in different ways – using hands on experiences and interesting stimuli. We believe in innovative teaching that engages pupils' interests and inspires a love of learning. Our curriculum ensures children are taught personal development and become all rounded citizens as well as achieving their individual best in all areas.



At Lethbridge Primary School, all pupils are equally valued. We aim to provide an exciting and inspiring, balanced curriculum for all children, whatever their ability or need. Every teacher is a teacher of every child, including those with a special educational need or disability.

We offer a full curriculum that is inclusive to all children, whatever their needs. The teaching staff work with the SENDCo to ensure they support the children academically, physically and socially. The school maintains a very close working relationship with children, staff, parents and outside agencies.

All staff ensure all children are treated equally. The school, in consultation with the Governing Body, will review the provision for children with SEND every year. Parents will always be closely involved in all aspects of special educational provision.

Can pupils with SEN have access to all activities?



All our extra-curricular activities and school visits are available to all our pupils.
All pupils are encouraged to go on our residential trip(s) and class trips and risk assessments will be completed to address any concerns.



All pupils are encouraged to take part in sports day (and swimming), school plays, special workshops (such as Bikeability) and can become a part of our school, eco or healthy schools councils as well as taking on other areas of responsibility within the school community such as young interpreters, librarians or journalists for our school newspaper.



No pupil is ever excluded from taking part in these activities because of their SEN or disability. If a child has a disability, then the school is fully inclusive. Following a rigorous application process, we are the designated Lead Music School for Swindon, Wiltshire and Gloucestershire because of our excellence in inclusive teaching, and we work in partnership with Silverwood Special School to provide inclusive music experiences for their pupils and ours.

What expertise and training of staff takes place at Lethbridge to support children with SEND?

All the staff at Lethbridge have experience and training in working with children and the variety of needs. Some staff have specific SEND expertise. All staff are trained in trauma-informed practice, so that every adult in school can be an emotionally available adult for the children, and trained staff deliver small-group and one-to-one emotional literacy sessions to support areas such as social skills,

2025-26

anxiety and self-esteem. The Blue Kite Lighthouse Early Intervention Support Team can provide social, emotional, mental health support to pupils and can offer advice and guidance to parents.

All teachers and TAs receive ongoing training which is provided either internally or externally. Areas of development may be identified through appraisals, observation, monitoring and learning walks. The SENCO has over twenty years' experience in this role, ensuring knowledge and expertise of all aspects of SEND is kept up to date (locally and nationally) in order to provide support and advice for staff, parents and pupils. The SENCO works three days per week in this role.

National Professional Qualification for SENCos (NPQ SENCo).

Crisis Prevention training.

Maths Mastery of Number training.

Autism training for all teaching assistants.

Playwork Essentials training for our midday supervisory assistants (MDSAs).



Colourful Semantics is a system for colour coding sentences according to the role of different words. It can help children to break down sentences and understand the individual meaning of each word and it's role in the sentence.

WHAT ARE SPECIAL EDUCATIONAL NEEDS?

A child or young person has Special Educational needs (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 most others of 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 a mainstream school. A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would so do if special educational provision was not made for them

(Clause 20 Children and Families Act 2014).

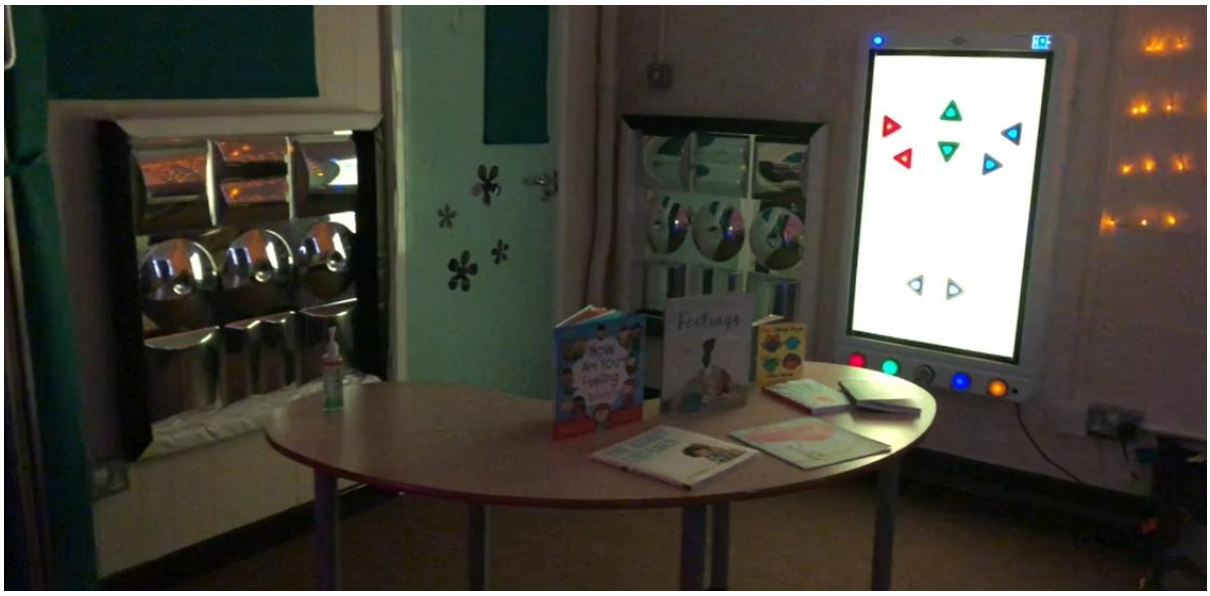
There are four prime areas of Special Educational Needs:

C&I Communication and interaction - speech and language difficulties, social communication and interaction difficulties, Autism, developmental language disorder (DLD)

C&L Cognition and learning - including moderate Learning Difficulties (MLD), Specific Learning Difficulties (SPLD), Severe Learning Difficulties (SLD)

SEMH Social, Emotional and Mental Health needs (SEMH) – attachment difficulties, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), anxiety and social and emotional developmental delay.

PS Sensory and/or physical needs – hearing loss, visual impairments, hearing impairments, sensory processing difficulties and physical difficulties.



Our Sensory Room – a quiet space where children can come to help meet their sensory needs, impacting positively on their ability to regulate their emotions and focus on their learning.

COMMUNICATION AND INTERACTION

Communication and interaction has two main subcategories, as per the Code of Practice:

SLCN

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

ASD

*Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.**

** please note, this is taken directly from the Code of Practice. Asperger's Syndrome is no longer given as a diagnosis and instead would now be diagnosed as autism. In general, the Autistic community prefers identify first terminology, i.e. 'autistic child' rather than 'child with autism'. As a school, we will use this language unless a parent or child expresses a different preference.*

What do we do as a school to support children with C&I difficulties?

Outlined below are examples of the support we would put in place for children with C&I difficulties. However, we are always led by the child and their individual needs.

Quality first teaching:

- A communication friendly environment that includes the use of signing/ symbols and other visual support if needed
- Visual Supports
- Differentiated use of language, instructions in short chunks, extra processing time
- Staff modelling correct language use
- Staff modelling interactions with a peer through play
- A quiet work environment within the classroom or resources to reduce sensory distractions such as ear defenders or a work screen if needed
- Use of talk partners to rehearse what you want to say.
- High quality staff interactions
- Alternative methods of communicating such as gestures, visuals
- Specific teaching of general listening, attention, communication and interaction skills
- A calm, ordered learning environment that supports listening, attention and communication
- High quality phonics teaching
- Small group adult led interventions modelling language and interactions
- Teaching all children about neurodiversity through the Autistic and OK programme
- Opportunity to use quieter entrance to school and/or be met by a familiar adult
- Strategies, resources and targeted support to help them to manage the sensory and social demands of the classroom e.g. sensory breaks, access to a quiet work area, a time out card, a sensory box



Our phonics scheme, includes Catch Up sessions to help support children to keep up with their peers

Interventions and support for children with SLCN:

- Colourful semantics
- Speech and Language support
- Language for Thinking
- Language for Behaviour and Emotions

Interventions and support for children with Social Communication needs:

- Time to Talk
- Lego Club
- Autistic and OK groups

Useful links:

Swindon's SALT services:
https://www.swindon.gov.uk/info/20223/speech_and_language_therapy

Whole School SEND information on Communication and Interaction:
https://www.wholeschoolsend.org.uk/page/communication-and-interaction

COGNITION AND LEARNING

As per the Code of Practice, Cognition and Learning can be divided into the following (taken from the Department of Education and Skills, 2003):

MLD

Pupils with MLD will have attainments well below expected levels in all or most areas of the curriculum, despite appropriate interventions. Their needs will not be met by normal differentiation and the flexibilities of the National Curriculum.

Pupils with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

SLD

Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and co-ordination, communication and perception and acquisition of self-help skills. Pupils with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations and gain some literacy skills.

PMLD

Pupils with PMLD have severe and complex learning needs, in addition they have other significant difficulties, such as physical disabilities or a sensory impairment. Pupils require a high level of adult support, both for their learning needs and also for personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language.

SpLD

SpLD is an umbrella term which indicates that pupils display differences across their learning. Pupils with SpLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that there is mismatch in their performance in these areas in comparison to others. Pupils may also have problems with short term memory, organisational skills and co-ordination. Pupils with SpLD cover the whole ability range and the severity of their impairment varies widely.

Diagnoses that might come under C&L:

Dyslexia | Dyscalculia | Dyspraxia

What do we do as a school to support children with C&L difficulties?

Outlined below are examples of the support we would put in place for children with C&L difficulties. However, we are always led by the child and their individual needs.

Quality first teaching:

- quality first multisensory teaching
- structured phonics/ reading/ spelling/maths programmes either whole class, small group
- resources such as pencil grips, writing slopes, aids to support spacing between words
- resources to support independent learning such as spelling dictionaries, spell checkers, alphabet strips, phonics mats, word mats, working walls, number lines/squares, concrete maths apparatus
- opportunities to recap learning
- adapted and acceptable tasks
- short bursts of focused adult support to reinforce understanding
- strategies and resources to support short-term working memory difficulties e.g. a mini whiteboard to bullet point instructions, a visual timetable, now and next board if needed
- strategies and resources to support organisation for tasks such as a visual timer, writing frames, mind maps
- brain breaks and movement breaks

- assistive technology for key stage 2 pupils with dyslexia, such as speech to text, text to speech, word banks, mind mapping tools and voice notes, so that they can work independently

Interventions and support:

- Precision teaching
- Pre-teaching
- Plus 1
- Power of 2
- Nippy Numbers
- CLASS referrals
- Typing skills
- iPads and assistive technology for pupils with dyslexia
- Decoders phonics catch-up

Useful links:

Whole School SEND information on Cognition and Learning:
https://www.wholeschoolsend.org.uk/page/cognition-and-learning

SOCIAL, EMOTIONAL and MENTAL HEALTH

As per the Code of Practice, SEMH can include:

- Being withdrawn or isolated
- Displaying unexpected or distressed behaviours
- Anxiety
- Depression
- Self-harming
- Substance misuse
- ADHD
- Eating disorders
- Attachment disorder

What do we do as a school to support children with SEMH difficulties?

Outlined below are examples of the support we would put in place for children with SEMH difficulties. However, we are always led by the child and their individual needs.

Quality first teaching:

- All children at Lethbridge identify two trusted adults. Staff are aware of each child's trusted adults and these are considered in a pastoral capacity when children need to discuss any SEMH needs, including bullying (please see our anti-bullying policy for more information)
- structured emotional literacy teaching including short term social support
- calm, structured, well-organised classroom environment
- a safe space to use in times of dysregulation/overload
- clear behaviour targets that are praised/rewarded when achieved
- staff modelling and reinforcing specific social skills and emotional literacy skills

- a Buddy/befriender system or similar at play and lunch times
- access to a quiet work area or resources to support focus and attention such as ear defenders, a wobble cushion/stools or a work screen



Our Rainbow Room provides a quiet, communal space for children to work to support their focus.

- movement breaks
- high-quality relationship with staff
- short term check-ins with adults
- all staff are trained in trauma-informed practice and act as emotionally available adults for the children
- high quality PSHE lessons to promote understanding of emotions and relationships

Interventions and support:

- Small group and 1:1 emotional literacy
- Quiet lunch
- De-escalation plans
- Drawing and talking
- Lighthouse play therapy
- BeU
- STEP
- Anger Blanket
- Family Support Worker
- Iprovefit

5 Steps to Mental Wellbeing

https://youtu.be/x6bz_ekkrYA

The five ways to well-being are:

Connect - connect with people around you.

Be active - find an activity that you enjoy and make it a part of your life.

Keep Learning - learning new skills can give you a sense of achievement and a new confidence.

Give to others - even the smallest can count, whether it is a smile, a thank you or a kind word.

Be mindful - be more aware of the present moment, including your thoughts and feelings, your body and the world around you. Some people call this awareness

'mindfulness'. It can positively change the way you feel about life and how you approach challenges.

Useful links:

Whole School SEND information on SEMH: https://www.wholeschoolsend.org.uk/page/social-emotional-and-mental-health

Anna Freud is a world-leading mental health charity

NHS Every Mind Matters Wellbeing Tips

BeU – Advice for Parents

Short films from the NHS Series of short films about healthy family communication and how to support young people who are struggling with their wellbeing and mental health

Mind – Mental Health Charity

Action for Happiness

Swindon Healthy Schools

Swindon Mental Wellbeing Support Page

Lift Psychology – a resource that provides self-help resources as well as online counselling and therapy sessions

PHYSICAL AND SENSORY

"Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time." (Code of Practice, 2015)

This can include, but is not limited to:

VI *Vision Impairment*

HI *Hearing Impairment*

MSI *Multi-sensory Impairment*

What do we do as a school to support children with PS difficulties?

Outlined below are examples of the support we would put in place for children with C&L difficulties. However, we are always led by the child and their individual needs.

Quality first teaching:

- carefully considered placement within the classroom to minimise distractions, support listening, ensure adequate and appropriate lighting and a direct line of sight for the child to the teacher/support staff
- a well-organised learning environment with minimal clutter
- a learning environment with comfortable lighting and minimal glare
- a calm, quiet learning environment, reducing background noise

- visual supports for teaching and organisation
- appropriate focused adult support as needed to check understanding of instructions and teaching
- a Buddy/befriender system or similar at play and lunch times to support social inclusion and H&S
- an adult who understands and can support with managing and troubleshooting hearing aids
- a quiet work area if needed
- large print resources with good quality print and good contrast
- resources with minimum visual clutter
- extra time to complete tasks and 'down time' to reduce the effects of visual fatigue
- short bursts of focused adult support to check understanding of instructions and teaching
- pencil grips or writing slopes if required to support their writing
- alternative methods of recording,
- support to cut up food and to open packets and containers if required
- access to adapted cutlery if they need this
- access to disabled access toileting facilities if necessary in line with the Equality Act 2010
- support to develop toilet training skills and personal care independence skills if needed
- a standard chair to avoid floor sitting in class or in assembly
- basic support to assist pupils with changing for PE lessons e.g. doing up shoe laces
- if needed simple adaptations to the P.E/ sports curriculum including participation in Sporting events/trips
- support to help pupils to put on or remove simple therapy equipment e.g. lycra gloves or ankle / foot orthotics
- regular monitoring of a medical condition such as diabetes blood tests
- Intimate care plans in place as required

Interventions and support:

- SPARKS/SPARKEY
- Fine motor interventions
- Gross Motor interventions
- Sensory Room

Useful links:

Whole School SEND information on Cognition and Learning:
https://www.wholeschoolsend.org.uk/page/sensory-and-physical

OUR PROCESS

The Special Educational Needs and Disabilities Code of Practice 2014 lies at the heart of Lethbridge SEND policy. It sets out the processes and procedures to follow to meet the needs of SEND pupils including a graduated response of support, which recognises that pupils learn in different ways and can have different types of SEND or a combination of these. The school offers a graduated response to these needs. The approach means that the needs of the child will be addressed through a four-part cycle: assess, plan, do, review. Full details on how Lethbridge Primary School identify children with SEND and the graduated response can be found in our SEND policy (available on the school website).

Who do I contact if I have concerns?

In the first instance, parents/carers are encouraged to raise any concerns they have with the class teacher during designated times (such as parent consultations) or request a meeting.

If concerns continue, parents will be invited to meet with the class teacher(s) and SENDCo, Tanya Rubio, to speak about their child's additional needs.

Please either speak to your child's class teacher or contact the school office on 01793 535033 or email admin@lethbridge.bluekitetrust.org to arrange a meeting.

How does the school identify children with SEND?

As a school, we are guided by Swindon's Core Standards and our flowchart to help us identify if a child may have special educational needs.

We assess each pupil's current skills, levels, and progress continuously. Examples of when a pupil may be identified as needing extra help are if they are:

- Working significantly lower than age related expectations
- Identified through pupil progress tracking as making little or no progress.
- Being affected by low self-esteem or behaviour
- Having significant difficulties communicating their wants, needs and ideas

Slower progress and low attainment will not automatically mean a pupil is recorded as having SEND. Parents will be invited to a meeting to discuss whether their child is placed on or removed from the school SEND register as part of our response to SEND, and provided with a letter to help explain these processes.

Quality First Teaching

All teachers are teachers of SEND and are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. The DfE Code of Practice (2015) states:

> "High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less."

In practice, high quality teaching includes (but is not limited to):

- ensuring lessons are planned meet the needs of all learners

- adaptive teaching; in the moment assessment of children's ability to support and challenge
- the use of modelling, scaffolding and questioning
- use of individual, small group and whole task discussions
- use of positive praise and whole school behaviour management

The SENDCo and Senior Leadership Team carry out regular monitoring, including pop-ins, intervention folder monitoring and book looks to ensure the classrooms are set up to create the best learning environments for all children.

Pupil voice sessions and a yearly parent questionnaire also contribute to evaluating the effectiveness of provision made for pupils with SEND.

Pupils who are looked after by the local authority

Looked after children have a Personal Education Plan and regular meetings with carers, social workers, the Virtual Head Teacher for looked after pupils, class teacher, SENDCo and our school designated teacher for looked after children. The child's views are gained before the meeting and where appropriate the child is invited to join the meeting. The PEP sets out goals and actions with associated costs which ensure the pupil's allocated LAC funding is spent correctly.

ASSESS PLAN DO REVIEW

We follow the guidance in the Special Educational Needs Code of Practice (2014). This recommends a Graduated response to SEND which comprises of four stages, Assess, Plan, Do and Review.

ASSESS

We assess and analyse a child's needs and work in partnership with parents/careers and children, where appropriate, to gain a deeper understanding of the potential barriers to learning.

The aim of parent/carer conversations is to ensure that:

- *we learn the valuable information that you hold about your child.*
- *we develop a good understanding of the pupil's strengths and needs.*
- *everyone understands the agreed outcomes and next steps*
- *we work as a team to support your child.*

PLAN

The needs of children with SEND are considered on an individualised basis and they are planned for accordingly.

- Children and parents will be involved in this process and can contribute their aims and wishes for the year, as well as the children's strengths and how they like to learn.
- Clear, precise and achievable targets will be set.
- These will be assessed, reviewed and shared with parents as part of the graduated response to SEND three times a year – at the end of the Autumn, Spring and Summer terms.

Class teachers will work closely to plan and monitor the impact of interventions and to make links with the classroom. The SENDCo will be on hand to problem solve when needed.

DO

Children with SEND are taught to be independent, to use strategies to support their needs and are given the love of learning that we hope all our children leave our school with.

Interventions utilised at Lethbridge Primary are evidence based. Records are kept in each year group's provision map. Interventions are evaluated to ensure they are effective and adapted in a timely fashion where needed.

The class teacher remains responsible for working with the child on a day-to-day basis and retains responsibility for any interventions run.

A wide range of additional strategies and approaches can be utilised. Examples of these include, but are not limited to:

Adapting the teaching and curriculum

e.g. groups sizes, 1:1 work, learning style, resources, visual aids, pre-teaching of key concepts etc.

Using recommended aids

e.g. alternative methods of recording, visuals, practical resources, Now and Next boards, larger font etc.

Delivering specific interventions

e.g. emotional literacy sessions, Play Therapy, catch up programs, Time to Talk, SPARKS, Phonics interventions, Precision reading

Delivery booster groups

e.g. extra phonics, fine motor, writing groups

REVIEW

Reviews of a child's progress will be ongoing. Targets will be reviewed to evaluate the impact on progress; the class teacher and

in some cases, the SENDCo, will look at what has been and what has not been successful and why.

The child will be asked how they feel about learning and what helps them to learn. This is age and ability dependent. We also seek the views of parents.

In addition, pupil progress meetings are held three times a year; children not making sufficient progress are identified and discussions with year group teachers and senior leadership take place to discuss possible barriers and next steps. Good practice is shared and any areas of concern are addressed rapidly.

Outcomes for children with SEND at Lethbridge

SEND characteristics (January 2026 school census)

In January 2026, 57 pupils at Lethbridge had special educational needs: 48 pupils (10.2%) received SEN support and 9 pupils (1.9%) had an Education, Health and Care Plan. The tables below show their primary area of need by year group.

	SEN support (48)							
SEN primary need	R	Y1	Y2	Y3	Y4	Y5	Y6	**Total**
Specific Learning Difficulty	0	0	0	0	0	2	1	3
Moderate Learning Difficulty	0	0	1	0	0	0	0	1
Social, Emotional and Mental Health	3	3	2	1	5	2	2	18
Speech, Language and Communication Needs	1	1	2	2	0	1	0	7
Hearing Impairment	0	0	0	1	0	0	0	1
Visual Impairment	0	0	0	0	0	1	1	2
Physical Disability	0	0	1	0	0	0	1	2
Autistic Spectrum Disorder	0	0	0	0	0	2	0	2
School Support NSA	0	1	0	1	2	2	5	11
Other Difficulty/Disability	0	0	0	1	0	0	0	1
Year group totals	**4**	**5**	**6**	**6**	**7**	**10**	**10**	**48**

	EHC plan (9)							
SEN primary need	R	Y1	Y2	Y3	Y4	Y5	Y6	**Total**
Social, Emotional and Mental Health	0	0	0	0	1	0	0	1
Speech, Language and Communication Needs	0	1	1	0	0	1	0	3
Visual Impairment	0	0	0	1	0	0	0	1
Physical Disability	0	0	0	1	0	0	0	1
Autistic Spectrum Disorder	0	0	0	2	0	1	0	3
Year group totals	**0**	**1**	**1**	**4**	**1**	**2**	**0**	**9**

SEN · Attendance

Year	Cohort	School	National
2024/25	46	93.6%	92.3%
2023/24	46	93.4%	92.1%
2022/23	57	93.6%	91.9%
2018/19	55	96.3%	94.4%

SEN attendance 2025-26

Pupil group	Lethbridge 2024-25	Lethbridge 2025-26	National 2025-26
Pupils with SEN support	93.6%	92.8%	89.9%
Pupils with no SEN	96.2%	95.9%	94.2%

National figures are attendance rates for pupils in England in the 2025 to 2026 academic year. Lethbridge figures are for pupils in Years 1 to 6, from the DfE Monitor your school attendance data. Persistent absence at Lethbridge in 2025 to 2026 was 7.8%, well below the national figure of 12.6%.

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School	National
3-year	25	60%	46%
2025	10	60%	47%
2024	7	71%	46%
2023	8	50%	44%

Key Stage 2 outcomes 2025-26

Expected standard	All children at Lethbridge	All children nationally	Pupils with SEND (10 children)
reading	90%	75%	56%
writing	88%	73%	33%
maths	83%	75%	32%

Other outcomes 2025-26

Measure (2025-26)	All children at Lethbridge	Pupils with SEND
Good level of development (Reception)	69%	17%
Phonics screening check (Year 1)	81%	20%
Multiplication tables check (Year 4)	86%	50%
End of key stage 1 reading (Year 2)	85%	38%
End of key stage 1 writing (Year 2)	78%	25%
End of key stage 1 maths (Year 2)	90%	38%

Progress for lower attaining and disadvantaged pupils

Our sharp focus on the children who need the most help is making a real difference.

Lower attaining pupils make excellent progress. Pupils who were lower attaining at the end of key stage 1 left Year 6 in 2026 with progress scores of +6.4 in reading, +4.0 in writing and +4.4 in maths. A score above zero means they made more progress than pupils nationally with similar starting points.

Disadvantaged pupils achieve well in maths. In 2026, 70% of disadvantaged pupils reached the expected standard in maths at the end of key stage 2, 8 percentage points above disadvantaged pupils nationally, and 20% worked at greater depth.

Maths attainment is strong for all pupils. At the end of key stage 2 in 2026, the proportion of pupils reaching the expected standard in maths was 7 percentage points above national, which is significantly above average, and the proportion working at greater depth rose by 3 percentage points on the previous year.

Disadvantaged pupils achieve well across reading, writing and maths. Over the last three years, 60% of our disadvantaged pupils reached the expected standard in reading, writing and maths combined, compared with 46% of disadvantaged pupils nationally.

Early language and number are improving strongly. In Reception, the proportion of children reaching the early learning goal for speaking rose from 81% to 91%, and every disadvantaged child achieved it. The proportion reaching the early learning goal for number rose from 73% to 85.5%. Both are now significantly above the national average.

WHAT NEXT?

Outside Agencies

Sometimes a pupil may need support from an outside agency. If this is needed, this will be discussed with the parent and parental consent will be required in proceed. We work with the following agencies, amongst others:

- Blue Kite Lighthouse Service
- Blue Kite Educational Psychologist
- Play Therapists
- Cognition & Learning Advisory Support Service (CLASS)
- Swindon Autism Support Service (SASS)
- Hearing Support team
- Visual Impairment team
- Educational Psychology Service
- Educational Welfare Officers
- Social Services
- Parent Support Advisor
- School Nurse
- BeU
- Speech and Language Therapy
- Occupational Therapy
- Outreach/Inreach from specialist provisions.
- Early Help Hub

Educational Health and Care Plans

If a child's needs cannot be met by the afore mentioned provision, it may mean that they require an Education Health Care plan. School or parents can apply for an EHCP. More information can be found on the Swindon Local Offer.

If a child has an EHCP then parents and professionals will be invited to contribute to and attend a yearly annual review. Regular contact will be kept with parents throughout the school year. The child's views will be sought before each meeting.

Specialist Provision

If a child with an EHCP needs a more specialist curriculum to meet their needs, parents and carers have a right to apply for a place in a special school or Specialist Resource Provision within a mainstream school, where a more specialist curriculum can be delivered. This is done through the annual review process. More information can be found on Swindon's continuum of provision.

Alternative Provision

In a minority of cases, where pupils are unable to receive a suitable education due to exclusion, illness or other reasons, Alternative Provision may be arranged by the Local Authority or school. Further information can be found in the DfE's Alternative Provision guidance.

Supporting pupils moving between phases and preparing for adulthood

In school, we offer enhanced transitions to children on the SEND register who may find transitions challenging. This is individual to each child but can include additional visits to the class teacher, a chance to chat to children in the year above and a personalised transition booklet.

All pupils joining the school in reception will have opportunities to visit the school. Where necessary, the class teacher and/or SENDCo may visit children with additional needs in their current educational setting and attend Early Help meetings.

Enhanced transition plans are made accessible for children new to the school who require extra support and we invite any prospective parents of children with SEND to contact the school office to discuss arrangements.

Pupils in year 6 will be invited to transition session in their new secondary school.

HELP, ADVICE AND SUPPORT

Where can I go for more information?

Our local authority's local offer is published here:
https://www.swindon.gov.uk/sendlocaloffer

Our contribution to the local offer can be found on the continuum of provision, located here.

The Special Educational Needs and Disability Information Advice and Support Service

SIAS

SIAS offer independent advice and support to parents and carers of all children and young people with SEND.

The contact details are:
Tel: 01793 466515
Website: https://www.swindonsias.org.uk

Other helpful websites

https://swindonsendfamiliesvoice.org.uk – Swindon Send Family Voices
https://www.swindon.gov.uk/info/20220/send_newsletters/1565/send_news_splash - SEND News Splash
https://www.ipsea.org.uk/model-letters - IPSEA's model letter page has lots of templates for use
https://www.swindoncarers.org.uk/ – as a parent of a child with SEND, you may be eligible to register as a parent carer
https://cerebra.org.uk/ - Cerebra UK has lots of advice and support to help wording your DLA application
https://www.gov.uk/apply-blue-badge
https://www.accesscard.online/- Access Cards communicate your child's access requirements to events and venues
https://www.ceacard.co.uk/ - CEA cards allow a complimentary ticket for a carer to go to the cinema with a disabled guest
https://www.swindon.gov.uk/info/20204/leisure_and_activities/1445/short_breaks - may be able to offer support if you child is unable to access any clubs or groups without support
https://www.swindoncarers.org.uk/young-carers-support-in-swindon/ - if any siblings are acting as carers, they may be able to access respite and support from peers in a similar situation through Young Carers

https://www.gov.uk/disabled-facilities-grants - If you need to make adaptations to your house due to your child's disability, you may be able to apply for a grant through the Disabled Facilities Grants

https://www.gov.uk/apply-council-tax-reduction - If adaptations have to take place in the house, you may be able to request a reduction in council tax

Complaints about SEN provision

Complaints about SEN provision in our school can be made to our Headteacher, Mrs Mayes and SENDCo, Mrs Rubio via admin@lethbridge.bluekitetrust.org.

This is the first response and then if needed they will be referred to the school's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Monitoring arrangements

This policy and information report will be reviewed by the SENCO every **year**. It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Anti-bullying policy
- Attendance policy
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Signed: Mrs Tanya Rubio (SENDCo)
Date: November 2026