



**Asfordby
Captain's Close**
Primary School

Asfordby Captain's Close Primary School

SEND Information Report 2026

'Together we grow'

Every child is valued, included and supported to achieve their full potential.

School Name:	Asfordby Captain's Close Primary School		
Address:	Asfordby Captain's Close Primary School Saxelby Road Asfordby LE14 3TU		
Telephone Number:	01664 812630	Email:	office@dsatcaptainsclose.org
Name of Head Teacher:	Natalie Willcock		
Website:	www.captains-close.leics.sch.uk		
SEND CO:	Vikki Chapman (working hours are Tuesday – Friday, 8.30am – 3.30pm)		
SEND Governor:	Emma Bolderson		
School Specialism:	Primary and Pre-school	Age Range of Pupils:	3-11 years
Date of Last Inspection: (OFSTED)	15-16.10.2024	Outcome of Last Inspection: (OFSTED)	Good
Does the school have a DSP (Designated Specialist Provision):	A Specialist C&I Enhanced Resource Base from August 2025		
Total Number of students with identified SEND: (19th Sep 2026)	68	Nos with EHCP: 28 Nos with SEND Support Plan: 40 Initial concerns/ monitoring: 7	

The four broad areas of SEND

COMMUNICATION & INTERACTION

Speech, language and communication; social communication; autism.

COGNITION & LEARNING

Specific learning difficulties, moderate learning difficulties and more complex learning needs.

SOCIAL, EMOTIONAL & MENTAL HEALTH

Emotional regulation, wellbeing, attention and behaviour as communication.

SENSORY & PHYSICAL

Hearing, vision, mobility, coordination and sensory processing.

How support develops

1 ASSESS

Understand strengths and barriers

2 PLAN

Agree outcomes and provision

3 DO

Deliver support and adjustments

4 REVIEW

Check impact and next steps

Who should I contact?

START HERE

Speak with your child's class teacher.

SENDCO

Vikki Chapman
Tuesday-Friday, 8.30am-3.30pm

SCHOOL OFFICE

01664 812630
office@dsatcaptainsclose.org

Our graduated offer

UNIVERSAL

High-quality inclusive teaching and reasonable adjustments for every pupil.

TARGETED

Additional focused or time-limited support, recorded and reviewed.

SPECIALIST

Individualised or multi-agency provision, including EHCP provision where applicable.



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Question	Answer
What is the SEND Information Report?	The SEND Information Report describes the types of support and provision available in Asfordby Captain's Close Primary School for supporting all pupils to reach their potential. It aims to answer questions parents / carers may have. Our SEND vision is that every child, regardless of need or starting point, is valued, included and supported to achieve their full potential through high-quality inclusive teaching, reasonable adjustments and strong partnerships with families. The school complies with the Equality Act 2010 and will make reasonable adjustments for disabled pupils to ensure they are not placed at a substantial disadvantage compared with their peers. Reasonable adjustments may include adaptations to teaching, resources, environments, communication systems and school routines.
What Policies you may find useful? "Policy"	• The school SEND Policy. • The School First Aid Policy • The school PSHE Policy. • The school Anti Bullying Policy. • The school Accessibility Plan. • The school Pupil Premium Policy • The school Assessment Policy • The school Marking and Feedback Policy • The school Complaints Policy All these policies are available on the school web site or upon request from reception

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and/or Disability (SEND)?

"Who's Who"

If you have concerns about your child's progress you should speak to your child's class teacher initially.

- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO or Head Teacher.
- If you are still not happy you can speak to the school SEND Governor.

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may receive.

Class/subject teacher is responsible for:

- Checking on the progress of your child and identifying planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and let the SENDCO know as necessary.
- Writing an Individual Support Plan (ISP), and sharing and reviewing these with parents at least once each term and planning for the next term. The timing of these is planned to be in line with parents' evening in October and February and end of year report in June.
- Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

The SENDCO (Vikki Chapman) is responsible for:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing how they are doing.

Head Teacher (Natalie Willcock) is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENDCO and the class teachers but is still responsible for ensuring that your child's needs are met.

	• The Head Teacher must make sure that the Governing Body is kept up to date about any issues in school relating to SEND. SEND Governor is responsible for: • Making sure that the necessary support is made for any child who attends the school who has SEND.
What are the different levels and types of support available for children with SEND at Asfordby Captain's Close Primary School? “Levels of support available for all children”	Ordinarily Available Provision At Captains Close Primary School all pupils have access to: • Adaptive teaching • Visual supports • Language-rich classrooms • Flexible grouping • Pre-teaching and overlearning • Visual timetables • Working memory support • Scaffolded resources • Sensory adaptations where appropriate • Additional processing time • Positive behaviour support • Access arrangements for assessments • Pastoral and wellbeing support Every child will have access to class teacher input via excellent targeted classroom teaching also known as Quality First Teaching. For your child this would mean: • That the teacher had the highest possible expectations for your child and all pupils in their class. • That all teaching is based on building on what your child already knows, can do and can understand. • At times the teacher may direct a Teaching Assistant to work with your child as part of normal working practice. • Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning. • Specific strategies (which may be suggested by the SENDCO or external professionals) are in place to support your child to learn. • Your child's teacher will have carefully checked your child's progress and will have identified any gaps in their understanding/learning to determine any needs for extra support to help them make the best possible progress.

Sometimes your child may join a specific smaller group of children. This group, often called an intervention group by schools, may be:

- Run in the classroom or outside.
- Run by a teacher or a Teaching Assistant who has had training to run these groups.

Even with all of the support mentioned above there may still be concerns regarding your child's progress and through consultation with yourself, the class teacher and the SENDCo, the decision may be made to place your child on the school's SEND register so that we can monitor the progress of your child more carefully. Additional 'specialist' input may be required instead of and in addition to Quality First Teaching and intervention groups.

For you and your child this would mean:

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, Inclusion Champion, Autism Outreach Team, School Nursing Team, Family Support or Educational Psychologist.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them further.
- Support to set clearer or more specific targets which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

The next stage of the process, if evidence shows that your child is still not making adequate progress despite intervention and support, is to investigate another layer of support in addition to what is already in place. Specific Individual Support is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher and SENDCO as needing a particularly high level of support or small group teaching (the amount of hours will be specified by an EHCP), which cannot be provided from the budget available to the school. Individual and personalised outcomes will be set in the EHCP and the teacher will be expected to plan learning that helps the child work towards these outcomes. The Local Authority, SENA, will be responsible for allocating an EHCP.

Sometimes your child will also need support from professionals outside the school. This may be from:

	• Local Authority central services such as the Hearing Impaired Team, Social Emotional and Mental Health Team, Visual Impairment Team, Early Years team, Autism Team etc... • Outside agencies such as NHS physiotherapy, NHS OT, the Speech and Language therapy (SALT) Service. For your child this would mean: The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. After the school have sent in the request (with a lot of information about your child, including some from you), the Local Authority will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all the professionals involved with your child to provide information outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with their support and provide a graduated approach to planning for the pupil. After the reports have all been sent to the Local Authority (L.A) they will then decide if your child's needs are severe, complex and lifelong and if they need more specified extra support in school to make good progress. If this is the case they will write an Education Health Care Plan (EHCP). The EHCP will outline the individual/small group support your child will receive and what strategies must be put in place. It will also have long and short term goals for your child. The teacher will ensure that learning for the pupil is aimed towards meeting the outcomes. Sometimes an additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
How accessible is the school environment? “Frequently asked questions”	• The school is accessible to children with physical disability via ramps. • We ensure that equipment used is accessible to all children regardless of their needs. • There are double doors strategically placed around the building to allow wheelchair access. If your child requires specific equipment due to a diagnosed SEND need we will work with the appropriate agencies to accommodate these requirements. *Please refer to the school Accessibility Plan*
How are children identified as having Special Educational Needs?	At Asfordby Captain's Close Primary School children are identified as having SEND in a variety of ways e.g. • Concerns raised by parents /carers • Concerns raised by teachers • Concerns raised by the child • Changes in a child's behaviour or self -esteem is affecting progress • A child finds learning difficult

	• A child is performing well below age related expectations • Information received from outside agencies and pre- schools e.g. speech and language therapist, Paediatricians etc....
	Enhanced Resource Base Provision Captains Close Primary School hosts a Communication and Interaction Enhanced Resource Base. Places are allocated through the Local Authority SENA process. Pupils accessing the Enhanced Resource Base receive: • Specialist Communication and Interaction support • Tailored curriculum adaptations • Access to specialist staff • Sensory and communication interventions • Opportunities for inclusion within mainstream learning where appropriate
How are parents/carers kept informed about the support the school have put in place?	Each child's education will be planned by the class teacher. It will be scaffolded accordingly to suit the pupil's individual needs. This may include additional support by the teacher or teaching assistant in class. If a pupil has needs related to more specific areas of their education, such as reading, spelling, handwriting, numeracy or literacy skills then the pupil may work in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will be for a specific duration. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the Individual Support Plan (this is a record of the individual support and interventions, timings, and impact of the intervention). Parents are notified about these interventions by the class teacher. These plans are reviewed each term by the pupil, their family and their teacher. The timing of reviews should coincide with parents' evening or end of year reports. Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential areas for further support to be planned. The SENDCo meets with the SEND governor regularly. The SEND governor monitors SEND, Safeguarding and Child Protection to ensure that policies and procedures are followed.
How is teaching adapted to meet children's needs?	When a child has been identified with special educational needs their work will be scaffolded by the class teacher to enable them to access the curriculum more easily.

	Teaching assistants may be allocated to work with the child in a 1-1 or small focus group to target more specific needs. If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips easy to use scissors or coloured overlays for reading. The class teacher works with all children in his/her class. The class teacher will plan the work for the teaching assistants to implement. All support staff receive internal or external training for the areas of SEND support that they carry out.
How is attendance and SEND monitored?	The school recognises that attendance difficulties may arise because of SEND, medical needs, anxiety or emotional wellbeing. Attendance concerns will always be considered alongside a pupil's SEND needs. The school will work with families and relevant professionals to understand and remove barriers to attendance through a support-first approach. Reasonable adjustments, phased returns and personalised support plans may be considered where appropriate.
How is progress measured?	Staff at Asfordby Captain's Close Primary School communicate regularly with parents. You are welcome at any time to make an appointment to meet with the class teacher or ring up to book time to meet the SENDCo or ELSA. We can offer advice and practical ways that you can help your child at home. If your child is on the SEN register they will have an Individual Support Plan which will be shared with you at least 3 times a year. The ISPs are used to highlight next steps and targets, what support has been put in place to support the child and are accessible to all adults in school that work with your child directly to add to. ISPs are written by the class teacher and both children and parents are encouraged to contribute to this process. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. If your child has complex SEND they may have an EHCP, which means that a formal meeting will take place once per year with you and all agencies involved to discuss your child's progress and a report will be written. This is called an Annual Review.
How do we evaluate SEND provision?	Leaders evaluate the effectiveness of SEND provision through: • Progress and attainment information • EHCP outcome reviews

	• ISP reviews • Attendance information • Pupil voice • Parent feedback • Behaviour and wellbeing data • Inclusion in wider school life • Reports from external professionals
How are wellbeing, personal and medical needs supported in school?	We offer a wide variety of pastoral support for children who are encountering emotional difficulties. We are a caring, understanding staff who look after our children and parents. We fully recognise that children may go through crisis in their lives for short periods of time or longer periods of time. We aim to utilise the support we are lucky enough to have in school to support all children through these times NOT just the ones identified as having SEND needs. Your child's class teacher is the first person to contact with concerns about your child's overall wellbeing. The school recognises the impact that emotional wellbeing and mental health can have on learning and attendance. Support may include early identification, pastoral intervention, ELSA support, family support and referral to external services where appropriate. Children with medical needs If a child has a medical need a Health Care Plan will be compiled. Initially sharing information with the school office team and discussing how to update the personal information held on Arbor is important. This is also a good time to discuss any medication that will need to be administered in school time. The head teacher will be made aware of any medical conditions and will delegate the role of writing the Health Care Plan to the SENDCo, who will consult with parents/carers and the school nurse (where appropriate). This is discussed with all staff who are involved with the child. Parents and all staff members who agree to administer medicines will sign a medication agreement form to ensure the safety of both child and staff member. We regularly update our First Aid training.
How do children contribute to the everyday life of the school? How are their views gathered?	We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year: • In class, children are encouraged to contribute to lessons • There are special Crews assemblies each Thursday where issues or viewpoints are discussed. • We have pupil questionnaires to gather ideas and opinions about curriculum topics • Children who have ISPs (Individual Support Plan) discuss their targets with their class teacher.

	• Children with an EHCP share their views before the review meetings.
What expertise and specialist services are available through the school?	As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - • Educational Psychologist • CAMHS (Child & Adolescent Mental Health Service) • Speech & Language Therapy • School Nurse • Social Care • Occupational Therapy • Paediatricians • Learning Support Service • Social Emotional and Mental Health Team • Counsellors • Early Years Help Team • Physiotherapy • Hearing Impairment support teachers • Visual impairment support teachers An Educational Psychologist is allocated to each school by our Trust. He/she would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. Permission will be sought from parents/ carers beforehand. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the child to move their learning forward.
What training do staff receive?	The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND, to ensure consistency of the school's approach and/or individual training requirements. Individual teachers and teaching assistants attend training courses directly linked to the needs of specific children in their class e.g using visual strategies, challenging behaviour management , ASD, ADHD, speech and language.

How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND are included?	Activities, school trips and residential are a very important part of every child's learning experience at Asfordby Captain's Close Primary School. Risk assessments are carried out and procedures are put in place to enable all children to participate. It may be that an individual child requires an individual risk assessment, to ensure specific procedures are in place. If a child has an identified 1:1 teaching assistant he/she will accompany them on the trip. However, if this is not the case and it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity. This can offer comfort to the pupil, but also can allow parents to enjoy engaging in community activities and build relationships with other parents/ carers and staff.
Does the school offer before and after school services? How does the school ensure that pupils with SEND are included	At Asfordby Captain's Close Primary School there is a daily Wrap Around Care Club, before and after school. Places are limited and based on a set criteria. The SENDCO or Wrap Around Care Manager can apply for extra termly funding (called OOSIF) to support the amount of staffing or resources they need to enable inclusion for pupils with specific SEND. It is important for parents to discuss this with school.
How are children supported when changing schools or transferring to other education, employment or training?	We recognise that 'moving on' can be difficult for a child with SEND so we take steps to ensure that any transition is as smooth as possible. Home> Foundation Stage A home visit is offered for our Foundation Stage children. All Parents and carers of Foundation Stage children are invited to attend a Welcome Meeting with the Foundation Stage teachers. Foundation Stage – KS1 Children have a familiarisation day in July. For children with SEND, we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current setting. If your child is moving to another school: ◦ We will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. ◦ We will make sure that all records about your child are passed on as soon as possible. When moving classes in school:

	- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All ISPs and relevant information, such as reports from outside agencies, will be shared with the new teacher. Year 6 - The SENDCo will meet to discuss the specific needs of your child with the SENDCo of their secondary school. - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. - We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
How are resources matched to a children's needs?	The Head Teacher and SENDCo decide on the budget for SEND in consultation with the school governors, on the basis of the needs of the children currently in the school. Teaching assistants deliver programmes designed to meet groups of children's needs. Resources are purchased as necessary. Training for school staff is planned.
How do the school decide how much support is provided?	The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.
How can I find out support services?	The school office or SENDCo can signpost families to appropriate support services. Leicestershire's SEND Local Offer brings together information about education, health, social care and family support for children and young people aged 0 to 25 with SEND. View the Leicestershire SEND Local Offer Independent information, advice and support is available from Leicestershire SENDIASS. The service is free, impartial and confidential for children and young people aged 0 to 25 with SEND and their parents/carers. Visit Leicestershire SENDIASS Telephone: 0116 305 5614 Email: info@sendiassleicestershire.org.uk
What do I do if I want to make a complaint to the school?	We would hope in the first instance that a conversation with the teacher, SENDCO or Head teacher would help. However, if you wish to make a complaint, please contact the school office and request our Complaints Policy which will give you clear procedures about how to contact our relevant Governor.

Captain's Close SEND Information Report: a summary

What is this report? It explains how we identify, support and review the needs of pupils with SEND, and how we work with children, families and other professionals.	What provision is available? We provide for communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical needs. The school also has designated Communication & Interaction provision from August 2025. SENA determines which pupils will be allocated a space in the Enhanced Resource Base.
How do we identify SEND? Concerns may be raised by pupils, parents, staff, previous settings or professionals. We use assessment, observation, progress information and discussion with the child and family. The graduated approach is Assess, Plan, Do, Review. Current systems include ISPs, one-page profiles, pupil progress discussions, the Birmingham Toolkit and Small Steps where relevant.	What support is available? All pupils receive high-quality inclusive teaching and reasonable adjustments. Where needed, targeted intervention or specialist provision is planned, delivered and reviewed with families.
How are parents and pupils involved? Parents and pupils contribute to assessment, outcomes, ISPs, reviews and EHCP annual reviews. Communication is adapted to the pupil's age and needs.	How is progress reviewed? Progress is reviewed through teacher assessment, pupil progress discussions, ISP reviews, intervention evaluation, specialist assessment where appropriate and EHCP annual reviews.
How is the curriculum adapted? Teachers adapt communication, teaching, tasks, grouping, resources and the learning environment. Support may include visual timetables, practical resources, pre-teaching, additional processing time, assistive technology or specialist equipment.	How is wellbeing supported? The class teacher is the first point of contact. The SENDCo and pastoral staff coordinate additional emotional, regulation, nurture or medical support where required.
Which services may support pupils? Support may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, School Nursing, paediatric services, CAMHS, Early Help, Social Care and specialist teaching services.	What training do staff receive? Training is planned around whole-school priorities and individual pupil needs, including visual strategies, autism, ADHD, speech and language, positive behaviour support and SEMH.
How are pupils included? Reasonable adjustments, additional planning, staffing and risk assessment support access to lessons, visits, clubs, wraparound care and transitions.	Where can families find help? The school office and SENDCo can signpost families. The Leicestershire SEND Local Offer provides information about education, health, care and family support services. Leicestershire SENDIASS provides free, impartial and confidential advice. Telephone 0116 305 5614 or email info@sendiassleicestershire.org.uk.
How can I raise a concern? Speak first with the class teacher or SENDCo, then the Headteacher if needed. Formal complaints follow the school Complaints Policy.	