



SEND Information 2026-2027

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Review: September 2027

Support for children with special educational needs and disabilities

A guide for parents and carers

SENDCO	Mrs Arzu Aydin, Deputy Headteacher
Headteacher	Miss Sima Odedra
SEND link governor	Kiran Punjabi

About this report

Every school in England must publish a SEND Information Report and update it every year. This is ours.

It explains how we notice when a child needs extra help, what that help looks like, who is involved, and who you can talk to. We have written it for parents and carers, so we have kept the language as plain as we can and explained anything that might be unfamiliar.

Our SEND Policy 2026–27 covers the same ground in more detail. Both are on the school website.

If anything here is unclear, or you would like this report **in another language, in large print, or talked through with someone**, please ask at the school office. We are very happy to do that.

Who to talk to

Start with your child's class teacher. You do not need to wait for parents' evening, and you do not need a reason that feels "big enough". Ask the office for a time.

Who	When to go to them	How to get in touch
Your child's class teacher	First stop for anything about your child's learning, progress or day-to-day worries	Ask at the school office for a convenient time
SENDCO Mrs Arzu Aydin Deputy Headteacher	Anything to do with special educational needs or disability	0116 266 5656 aaydin@herrick.leicester.sch.uk
Headteacher Miss Sima Odedra	If a concern has not been resolved by the teacher or SENDCO	sodedra@herrick.leicester.sch.uk
Chair of Governors and SEND link governor Mr Steve Martin	Governor oversight of SEND across the school, and formal complaints once the school stages are complete	smartin@herrick.leicester.sch.uk
SENDIASS Leicester	Free, confidential and impartial advice — independent of the school	0116 482 0870 info@sendiassleicester.org.uk

Quick answers

The questions we are asked most often. Each one is covered in full later in this report.

You might be wondering...	The short answer
Does my child need a diagnosis before they get help?	No. We put support in place as soon as we see a need. We never wait for a diagnosis, and not having one is never a reason to withhold support.
Will you tell me if my child is put on the SEND register?	Yes, always — and you will be part of the decision, not told afterwards.
How often will we meet?	At least three times a year, once each term, plus any extra meeting you or we ask for.
Does my child need an EHC plan to get support?	No. Most children with SEND are well supported without one.

You might be wondering...	The short answer
Can I ask for an EHC needs assessment myself?	Yes. You have an independent right to ask the council. We will never discourage you.
Will my child miss out on trips or clubs?	No. We make the adjustments needed so your child can take part, and you will not be asked to come along as a condition of them going.
My child is anxious about coming to school. Will we be in trouble?	No. We treat this as a special educational need and look for the cause, rather than putting pressure on your family.
Who can I talk to outside the school?	SENDIASS Leicester — free, confidential and completely independent of us.
I've heard the SEND system is changing. What does that mean for us?	Nothing changes for your child yet. The law is unchanged. See "What is changing nationally" near the end.

1. What we believe

Herrick is an inclusive school. Children with special educational needs and disabilities are part of every aspect of school life, and every child matters here.

Our ambition for a child with SEND is exactly the same as our ambition for any other child. What changes is the support we build around them.

To make that real, we aim to:

- Notice needs as early as possible, and act without waiting for a diagnosis
- Get the teaching right first — good teaching is the most important support any child receives
- Make the reasonable adjustments the law requires, and write down what we have put in place
- Work in genuine partnership with you, so you are informed and involved rather than told
- Listen to what children tell us about their own learning, and act on it
- Celebrate effort as much as achievement
- Prepare every child for a confident move to the next stage of their education

2. SEND at Herrick this year

At the time of publication we have **29 children** on our SEND register. Of these, **3 children have an EHC plan** and **7 children receive top-up funding** from Leicester City Council (sometimes called Element 3 funding).

3. What kinds of needs do you support?

We provide additional or different support across the four broad areas of need set out in the SEND Code of Practice. Many children have needs in more than one area.

These areas describe the support a child needs. They are not labels for the child.

Area of need	What this can look like at Herrick
Communication and interaction	Speech, language and communication needs; needs associated with autism; finding social situations or spoken language hard to follow.
Cognition and learning	Learning at a slower pace than others of the same age despite good teaching; specific difficulties such as dyslexia, dyscalculia or dyspraxia; moderate or severe learning difficulties.
Social, emotional and mental health	Anxiety, including anxiety about coming to school; becoming withdrawn; difficulty managing strong feelings, which may show itself through behaviour; attachment needs; ADHD.
Sensory and / or physical	Vision or hearing impairment; multi-sensory impairment; physical disability; needs arising from a long-term medical condition where these call for special educational provision.

What is not, by itself, a special educational need

This matters, because treating something as SEND when it is not can delay the help a child actually needs. On their own, the following are not special educational needs:

- Attendance and punctuality
- Learning English as an additional language (see section 17)
- Receiving pupil premium funding
- Being a looked-after child or a young carer
- Having a disability, where reasonable adjustments alone allow your child to access the curriculum
- Slower progress or lower attainment, where good adaptive teaching is already meeting the need

We also do not treat behaviour as a category of need in itself. Where behaviour is a concern, we look for the unmet need, communication difficulty or worry that may be driving it.

4. I think my child needs extra help — what should I do?

- 1. Talk to your child's class teacher first.** Tell them what you are seeing at home. They can offer advice and strategies straight away. You do not need to wait for parents' evening — ask the office for a time.
- 2. Ask to meet the SENDCO, Mrs Aydin.** She will look at what is already in place, what else might help, and agree a plan of action with you.
- 3. If you have a health concern, see your GP as well.** School can identify needs and put support in place, but we cannot give a medical diagnosis.

4. **If your child already had a need identified before joining us**, we ask the previous school or setting for their records and reports before your child starts, so support continues without a gap.

You do not need a diagnosis

A diagnosis is not a requirement for support at Herrick, and the absence of one is never a reason to withhold it. If your child needs something, we put it in place while any assessment takes its course.

5. How do you decide if my child has SEND?

How needs come to our attention

- A class teacher notices something through everyday teaching and marking
- You raise a concern
- Your child tells us something is hard
- Our whole-school tracking, reviewed at termly pupil progress meetings
- Classroom observation and, where useful, individual assessments
- Information passed on by a previous setting, a health professional or another service
- Screening when children join us, and the statutory assessments at the end of each key stage

What we look for

We consider that your child may have a special educational need where, despite good teaching and any adjustments already made, there is:

- Little or no progress despite targeted teaching approaches
- Attainment significantly below what is expected for their age, particularly in reading, writing or maths
- Persistent difficulty with feelings, wellbeing or mental health that has not responded to the usual strategies
- A sensory or physical need still limiting progress despite aids or equipment
- Communication or interaction difficulty that needs specific adaptations
- A widening gap between your child and their classmates

Slow progress and low attainment on their own do not automatically mean a child is recorded as having SEND.

Before deciding, we build a fuller picture with you and your child. We will always tell you when we begin making special educational provision for your child, and your views form part of that decision.

The SENDCO or other trained staff may carry out some assessments to understand your child's learning better. These add to what teachers already know. They are not diagnoses — if you think your child may have an underlying medical condition, please speak to your GP.

6. How will you support my child?

Support follows a four-step cycle called the graduated approach, repeated in more detail as our understanding of your child grows. It is not a form to fill in — it is how we decide, deliver and judge the support.

Step	What happens	Your part
Assess	The teacher and SENDCO look closely at what is getting in the way, using assessment data, what teachers see, what your child says, what you tell us, and specialist advice where relevant.	You tell us what you see at home — you usually notice things first.
Plan	We agree the outcomes, the support going in, who will deliver it and when we will review it. This is written on your child's outcomes plan.	You help set the outcomes and agree the plan.
Do	The class teacher stays responsible for your child's progress, works with them daily and directs any support staff. The SENDCO advises.	You support at home in the ways we agree.
Review	We look at what actually changed, at least once a term. Support is then continued, changed, or stepped down if the need has been met.	You come to the review and tell us honestly what you think.

The levels of support

Level	What it means	Examples at Herrick
Universal (every child)	High quality adaptive teaching for all, plus the everyday inclusive practice expected by Leicester's BERA framework. No referral needed.	Scaffolded tasks and modelling; visual timetables; pre-teaching key vocabulary; flexible seating and grouping; movement breaks; clear routines; accessible resources; adult check-ins.
SEN support — targeted	Support that is additional to or different from the above. Your child goes on the SEND register, you are involved, and a plan is written.	Reading, spelling, inference, handwriting and writing programmes; targeted maths support; interactive play; nurture; emotional regulation work; speech and language programmes delivered in school.
SEN support — with specialist advice	We ask professionals outside the school for advice, with your agreement, and build what they recommend into the plan.	Educational psychology; specialist teaching service; speech and language therapy; occupational therapy; support for sensory and physical needs; neurodevelopmental support.

Level	What it means	Examples at Herrick
High needs, including EHC plans	Support beyond what we can reasonably provide from the school's own resources, funded by top-up funding or an EHC plan.	Individually allocated support linked to an EHC plan; a package agreed with the council; a place in a Designated Specialist Provision where a mainstream classroom alone cannot meet the need.

Children move between these levels in both directions. Where support has worked and a need has been met, your child can be stepped down from the SEND register – with you involved in that decision.

Two things worth knowing about how we teach

We say “adaptive teaching” rather than “differentiation”. The difference matters. Adaptive teaching means changing how something is explained, how much scaffolding is given, the pace and the grouping, so that every child can access the same ambitious curriculum. It does not mean routinely giving some children easier work.

Your child is entitled to be taught by their teacher – not always by a teaching assistant. When we put extra adult support in, we focus on outcomes rather than hours, and we aim for your child to become more independent, not more reliant on an adult.

7. What support programmes are available?

The programmes below are currently available at Herrick

- Little Wandle Letters and Sounds Revised – catch-up and keep-up phonics
- Fun Time
- NELI – Nuffield Early Language Intervention
- Every Child Counts
- Numicon
- Spelling
- Inference Training
- Fine motor skills programme, including handwriting
- White Rose Maths support
- Pastoral support – managing emotions, friendships and interaction

When we choose a programme, we look first at your child's profile of learning so that we pick the one best matched to their needs.

Every programme is time-limited, delivered by trained staff, and measured before and after so we can see whether it worked. A programme that is not making a difference is stopped and reconsidered, rather than carried on out of habit.

Where we need outside expertise for your child, we seek advice from the relevant service, and where a new programme is needed we seek the funding for the training and staffing to deliver it.

8. How will I know how my child is doing?

The SEND Code of Practice requires schools to meet parents of children on SEN support at least three times a year. At Herrick this happens each term, in a meeting long enough to be worth having, with the class teacher and, where needed, the SENDCO.

At these meetings we share your child's work, their current progress and their next targets, and we talk about how you can support them at home.

You do not have to wait for a scheduled meeting. You can raise a concern with the class teacher or the SENDCO at any point.

How we check that support is actually working

- Termly review of every pupil profile and outcomes plan, with you and your child
- Analysis of results before and after each support programme
- Progress and attainment of children with SEND tracked at three points across the year, in line with the whole-school system
- Half-termly review of attendance, punctuality and suspensions for children with SEND
- An annual review for every child with an EHC plan — every six months for children under five
- Termly learning walks and work scrutiny focused on adaptive teaching
- A termly SEND report to the Governing Body
- An annual questionnaire for children with SEND and their parents, which feeds directly into our policy review

We judge the difference our support makes to children, not the volume of paperwork it produces.

Plans and reports are written in plain English and shared with you, not just about you. If you need an interpreter, we will arrange one.

9. What is written down about my child?

Record	What it contains
Pupil profile	Who your child is: their strengths, interests and hopes; the teaching strategies that work best for them; the adjustments and support in place; and your child's own views about their learning, in their words.
Pupil outcomes plan	What we are working towards: the outcomes, the support that is additional to or different from usual, who is delivering it, how often, and the date we will review it.
Individual Healthcare Plan	If your child has a medical condition. Where your child has both a healthcare plan and an outcomes plan, we write and review them together so you have one conversation rather than two.

Plans are written by the class teacher with support from the SENDCO, shared with you and your child, and reviewed and updated at least once a term.

Every adult who works with your child can see their profile and plan. A plan sitting unread in a folder is not support.

10. What if my child needs an EHC plan?

An education, health and care (EHC) plan is a legal document issued by Leicester City Council after a statutory assessment. It is for children whose needs cannot reasonably be met from the resources a mainstream school normally has.

Most children with SEND do not need an EHC plan and are well supported at SEN support.

Asking for an assessment

Either the school or you can ask the council to carry out an EHC needs assessment. You have an independent right to ask, and we will never discourage you from making a request. If you ask us to make one, we will tell you clearly whether we support it and why.

A request is supported by evidence built up over time: what we assessed, what we put in place, what it cost, what changed and what did not. Requests are stronger and quicker when that evidence is complete – which is why the record-keeping in section 9 matters.

Stage	Timescale
The council decides whether to carry out an assessment	Within 6 weeks of the request
The whole process, from request to final plan	No more than 20 weeks

If your child has an EHC plan

- The SENDCO co-ordinates the support in the plan and allocates staffing accordingly
- The provision in the plan is delivered as it is written. Where it is not being delivered, we report that to the headteacher and the local authority
- There is an annual review every year – every six months for children under five – built around your child, and involving you and the professionals working with your family
- Reviews in Year 5 and Year 6 focus specifically on the move to secondary school
- If the plan no longer reflects your child's needs, we ask the council to amend it rather than working around a plan that has gone out of date

Where a child with an EHC plan needs provision that a mainstream classroom cannot deliver on its own, we work with the council on the options in the city – including Designated Specialist Provision units, which allow children to receive specialist support while staying part of a mainstream school and their local community.

Admissions

Children with SEND are admitted through the normal Leicester City Council admission arrangements. The one difference is that where Herrick Primary School is named in a child's EHC plan, we must admit that child.

We do not refuse admission, or discourage an application, because a child has SEND.

11. Who else might be involved?

With your agreement, we can ask for specialist advice from a range of services:

- SEND Support Service, including its specialist teaching and inclusion teams
- Educational Psychology Service
- Speech and Language Therapy, including locally commissioned early language support
- Occupational therapy and physiotherapy
- Community paediatrics, the school nursing service and CAMHS
- Vision and hearing support teams, and specialist support for physical needs
- Autism and neurodevelopmental support, including the PINS programme
- Early Years Support Team
- Social, Emotional and Mental Health Team
- Early Help, Children's and Family Centres, and your health visitor
- Education Welfare Officer, where attendance needs support
- Your child's previous school or setting

We ask for specialist advice at the point where it would change what we do — not only as a step towards requesting an EHC needs assessment.

What they recommend is shared with you and with every member of staff working with your child, and built into the outcomes plan.

12. What about my child's wellbeing?

All staff are responsible for children's wellbeing. The SENDCO also keeps an eye on children's social and emotional needs and checks in regularly with individual children and groups, so we know they are happy and well cared for.

What is available

- Pastoral support to build self-esteem, friendship skills and the ability to cope
- Emotional regulation and social skills work
- Nurture and interactive play
- Involvement of the Social, Emotional and Mental Health Team where needs are longer term
- Early Help, where the whole family would benefit from support
- The school nursing service, or your health visitor if your child is under five

Assemblies and PSHE lessons promote our inclusive ethos and encourage children to respect and care for one another.

We have a zero-tolerance approach to bullying. Bullying linked to disability, SEND or allergy is treated as a safeguarding matter and dealt with under our Anti-Bullying Policy.

13. What if my child is finding it hard to come to school?

Nationally and in Leicester, children with SEND are absent more often than their classmates, and improving this is a priority for us. Our ambition for your child's attendance is the same as for any child — but the support that gets them there is different.

What you can expect from us

- Absence connected to a medical condition or disability is authorised, and is not the subject of legal action
- If your child has an Individual Healthcare Plan, we review that plan before any formal attendance action is considered
- We consider and record adjustments to the school day — a later start, a quieter entrance, a phased return, or a temporary part-time timetable
- Any part-time timetable is temporary, agreed with you in writing, has an end date and a plan to return to full-time education, and is reviewed at least every six weeks

If your child is anxious about school

We treat anxiety about attending school as a special educational need in the area of social, emotional and mental health. We look for the cause rather than applying pressure to your family. In practice that usually means:

- An early conversation with your child about what exactly is hard — the journey, the noise, the classroom, a relationship, a particular lesson
- A gradual, planned return agreed with you and your child, rather than an expectation of full attendance from day one
- Adjustments to the parts of the day your child finds hardest
- A named trusted adult, and a plan your child knows about and has agreed to
- Involving outside services where the need is beyond what school can meet alone

If your child cannot attend for health reasons and is likely to be absent for 15 or more school days, we notify the council so that its duty to arrange suitable education can be considered.

One person, the whole picture

Mrs Aydin is our SENDCO, our Senior Attendance Champion, the named person for medical conditions and our Allergy Safety Lead.

This is deliberate. A child whose attendance is slipping, whose health needs are not being met and whose learning is affected is usually one child, not four separate cases. Holding these roles together means we plan once, around your child — and you do not have to explain your situation to four different people.

14. What about behaviour?

We treat behaviour as communication. Where your child's behaviour causes concern, our first question is whether there is an unmet special educational need, a communication difficulty, an unmet health need or a worry behind it.

- Reasonable adjustments to our Behaviour Policy are made for disabled children, and written into your child's plan so that every member of staff applies them consistently
- Where a child with SEND is at risk of suspension, the SENDCO first reviews whether the support in place is good enough, before any sanction is applied
- Where a child with an EHC plan is at risk of permanent exclusion, we request an emergency annual review and involve the local authority

We do not use informal exclusion

Sending a child home to cool off, or asking you to collect them without recording it, is an unlawful exclusion however it is described. If you are ever asked to collect your child, you are entitled to ask for it to be recorded properly.

15. Keeping my child safe

Children with SEND can face additional barriers to being kept safe. A child who finds communication difficult may struggle to tell someone what is happening, and signs of harm can be wrongly put down to a child's disability or need.

- Staff are trained not to assume that a change in behaviour, mood or presentation is explained by a child's SEND
- Additional pastoral support is put in place where a child with SEND may be more vulnerable to bullying or exploitation
- The SENDCO and the Designated Safeguarding Lead share information about children known to both, so that the picture is not split between two systems

16. What if my child has a medical condition or allergy?

Children with medical conditions are supported so that they have full access to education, including trips and PE.

Some children with a medical condition are also disabled under the Equality Act 2010, in which case we must make reasonable adjustments. Some also have a special educational need, in which case their support is planned through the graduated approach in section 6.

The detail sits in two other policies on our website, which take precedence on how a condition is managed:

- **Medicine in School Policy** — Individual Healthcare Plans, administering and storing medicines, illness during the school day, staff training
- **Allergy Safety Policy** — the allergy register, minimising exposure to allergens, emergency response to anaphylaxis, and recording incidents and near misses

Mrs Aydin is the named person for medical conditions and the school's Allergy Safety Lead as well as the SENDCO, so one person holds the whole picture for your child. Where your child has an EHC plan and a healthcare plan, the healthcare plan is attached to the EHC paperwork and reviewed at the annual review.

Specialist equipment

If your child needs specific equipment, we seek advice from services such as occupational therapy. Classrooms already hold equipment including writing slopes, pencil grips, talking tins and ICT support. There is a hygiene room on site to support children with medical needs.

Reasonable adjustments are planned in advance

The Equality Act 2010 requires us to think ahead about the needs disabled children are likely to have — not to react once your child has already been disadvantaged.

In practice that means we consider access, medical need and communication when we plan a trip, a school event, a fire drill, a change of classroom or a new activity. You should not have to ask first.

17. My child is learning English as an additional language

Many of our children speak a language other than English at home. Learning English as an additional language is not a special educational need. A child at an early stage of learning English needs language support and time, and identifying them as having SEND on that basis alone would be wrong.

At the same time, a child learning English may also have a special educational need — and assuming that every difficulty is explained by language can delay the right help for years.

Where we are unsure, we:

- Gather information about your child's development and skills in their home language, working with you and, where needed, an interpreter
- Look at whether the difficulty appears in the home language as well as in English
- Seek specialist advice, including from speech and language services, where the picture remains unclear

We arrange interpretation so that families whose first language is not English can take a full part in meetings and reviews. Documents are available in accessible formats and community languages on request — just ask at the office.

18. Will my child join in with trips, clubs and everything else?

Yes. All our children have equal access to before-school, lunchtime and after-school clubs, sport, enrichment, trips and residential visits.

- Where an adjustment is needed for your child to take part, we make it
- No child is excluded from a trip because of SEND, disability or a medical condition

Children with SEND access the same broad and balanced curriculum as everyone else, with the adaptations they need to succeed in it. We adapt the curriculum, our resources and staffing, and our teaching — for example by allowing longer processing time, pre-teaching key vocabulary, reading instructions aloud, or using aids such as laptops, coloured overlays, visual timetables or larger print.

Where your child needs a modified curriculum, we agree it with you, write it down, give it an end date and review it — so that a short-term adaptation does not quietly become a permanently narrowed education.

Where your child meets the criteria, we arrange access arrangements for statutory assessments, provided the arrangement reflects the way your child normally works.

19. How accessible is the school?

Our building complies with current legislation and we make adaptations to meet individual needs as they arise. There is disabled access, and a hygiene room on site.

Under the Equality Act 2010, our Governing Body must maintain and publish an Accessibility Plan, reviewed at least every three years. It covers:

- Increasing the extent to which disabled children can take part in the curriculum
- Improving the physical environment, so disabled children can take better advantage of what the school offers
- Improving the availability of accessible information to disabled children

Our Accessibility Plan is published on the school website.

20. Moving up and moving on

We know how unsettling a move can be, for children and for parents. What we do depends on what your child needs.

Moment	What we do
Starting at Herrick	The SENDCO gathers information from the previous setting, including any plans and specialist reports, before your child starts.
Moving to a new class	Profiles and outcomes plans are handed over in person by the current teacher to the next teacher. Where a child needs more, we add extra visits to the new classroom, additional meetings with the new teacher and with you, photographs of key people and places, or a transition booklet.
Moving to secondary school	The SENDCO contacts the new school, shares plans and reports, and arranges additional visits. The secondary SENDCO is invited to review meetings, where further arrangements such as extra visits or travel training can be agreed. For children with an EHC plan, planning starts at the Year 5 annual review, and the council must name the secondary school by 15 February of Year 6.
Joining or leaving mid-year	Records are transferred promptly, and where the need is significant we contact the other school directly.

We agree with you and your child what information is shared as part of any move.

21. Staff expertise and training

Our SENDCO, Mrs Arzu Aydin, is also the school's Deputy Headteacher. She is a qualified teacher and a member of the senior leadership team, with over ten years' experience leading SEND.

Every teacher is a teacher of children with SEND. Class teachers are responsible and accountable for the progress of every child in their class, including where a teaching assistant or specialist is also involved.

How we build expertise

- All new staff meet the SENDCO during induction, to discuss our systems and the needs of individual children
- SEND is a standing part of our professional development programme, through INSET, twilight sessions and coaching
- We are committed to taking up the government-funded whole-staff SEND and inclusion training as soon as it becomes available, and to recording completion for all teaching and support staff. The Government has confirmed the funding and set an expectation that all school staff receive SEND and inclusion training; the national programme is still being developed, so we are not waiting for it before strengthening our own practice
- Training is targeted at the needs actually present in our school, so expertise builds where it is needed
- Teaching assistants are trained in the specific programmes they deliver, and their practice is quality assured
- The SENDCO attends the local authority SENCO network and the local SENCO hub, and shares what she learns with staff

Staff are currently trained in Little Wandle, Fun Time, NELI, The Big Move, Every Child Counts and Inference Training, and one member of staff has completed Level 1 British Sign Language.

22. How is the money spent?

The school receives a notional SEN budget within its overall funding, from which we are expected to meet the cost of additional support up to a set amount per child. Where a child's needs cost more than that, we apply to Leicester City Council for top-up funding – whether or not the child has an EHC plan.

- Staff are deployed to maximise support for children with EHC plans and those on the SEND register
- Teaching assistants deliver time-limited, personalised programmes for individuals and small groups, which are reviewed for impact
- Resources are directed by need and by evidence of what is working, not by what was allocated in the past
- The Governing Body reviews the use and impact of SEND funding every year

23. How you and your child are involved

You

You are always welcome to talk about your child with staff at a mutually convenient time, and you are invited to termly meetings as well as parents' evenings.

The most useful things you can do:

- Share what you know – you usually notice a difficulty first, and you know your child best
- Take part in planning and reviewing support, at least three times a year
- Tell us about any diagnosis, report, medication or change in circumstances

- Raise concerns early, with the class teacher first and then the SENDCO
- Support your child at home with reading, spellings, times tables and home learning

There are also wider ways to be part of school life: assemblies, sports events, whole-school celebrations, information evenings, and becoming a parent governor.

Beyond the school, Leicester City Council develops its SEND arrangements together with the Leicester City Parent Carer Forum and the Big Mouth Forum for children and young people with SEND. We encourage our families to take part, and we use what parents tell us to shape our own provision.

Your child

- Every pupil profile records your child's own views about what helps them learn, gathered in a way that suits how they communicate
- Children take part in reviewing their outcomes and, where appropriate, join part of their review meeting
- Children with EHC plans are supported to contribute to their person-centred annual review, which starts from their strengths and aspirations
- Where a child cannot express a view in words, we use observation, symbols, photographs and the knowledge of the adults closest to them
- The SENDCO runs a questionnaire each year for children with SEND from Reception to Year 6

24. If you are worried or unhappy

We would always rather hear about it early. Most concerns are resolved quickly by talking.

1. Talk to your child's class teacher.
2. If it is not resolved, talk to the SENDCO, Mrs Aydin.
3. If it is still not resolved, talk to the Headteacher, Miss Sima Odedra.
4. If you wish to make a formal complaint, our Complaints Policy sets out how. It is on the school website and available from the school office.

Routes outside the school

Route	What it is for
SENDIASS Leicester 0116 482 0870	Free, confidential and impartial information, advice and support for families. Completely independent of the school. They can help you understand documents, complete paperwork, and come to meetings with you.
Disagreement resolution and mediation	Arranged by the local authority. Can be used to resolve a disagreement before any appeal.

Route	What it is for
First-tier Tribunal (SEND)	Appeals against a council decision not to assess, not to issue an EHC plan, or about the content of a plan or the school named in it. The Tribunal also hears disability discrimination claims against schools.

Using any of these routes will never affect how your child is treated at this school.

25. What is changing nationally?

You may have seen SEND reform in the news. Here is where things stand, as at September 2026.

The law has not changed	The SEND Code of Practice (2015) still applies in full. Every duty described in this report — to use best endeavours, to identify needs early, to follow the graduated approach, to publish this report — is unchanged.
What was published	In February 2026 the Government published a schools white paper, “Every Child Achieving and Thriving”, proposing the biggest SEND reform in a decade: a tiered model of support, digital Individual Support Plans, National Inclusion Standards, and EHC plans focused on the most complex needs.
A white paper is not law	The main consultation closed in May 2026 and the Government has not yet responded. Two further consultations, on funding and on education provided otherwise than at school, close in September 2026.
Nothing changes for your child yet	New legislation is not expected to take effect before September 2029, and no change to support delivered through existing EHC plans is expected before September 2030.
We are preparing anyway	Our pupil profiles and outcomes plans already record what an Individual Support Plan is expected to contain. We are auditing our provision against Leicester’s BERA framework, and we will take up the government-funded staff training as soon as it is released.

26. Jargon buster

Schools and services use a lot of abbreviations. Here are the ones you are most likely to meet.

Term	What it means
Adaptive teaching	Adjusting how something is explained, how much support is given, the pace and the grouping, so every child can access the same ambitious curriculum.
Annual review	The yearly meeting to review an EHC plan. Every six months for children under five.
BERA	Best Endeavours, Reasonable Adjustments — Leicester's framework setting out what a mainstream school is expected to provide. Parents can use it to challenge a school where adjustments are not in place.
Best endeavours	The legal duty on governors to do everything they can to meet a child's special educational needs.
CAMHS	Child and Adolescent Mental Health Services.
Code of Practice	The SEND Code of Practice: 0 to 25 years (2015) — the statutory guidance all schools must follow.
DSP	Designated Specialist Provision — a specialist unit within a mainstream school.
EBSA	Emotionally based school avoidance — when anxiety makes it hard for a child to attend school.
EHC plan	Education, health and care plan — a legal document issued by the council setting out a child's needs and the support they must receive.
EHCNA	Education, health and care needs assessment — the statutory assessment that may lead to an EHC plan.
Graduated approach	The cycle of assess, plan, do, review, repeated in more detail as understanding of a child's needs grows.
IHCP	Individual Healthcare Plan — for children with a medical condition.
Local Offer	The council's published information about SEND support available from birth to 25.
PINS	Partnerships for Inclusion of Neurodiversity in Schools.
Reasonable adjustments	Changes a school must make under the Equality Act 2010 so a disabled child is not put at a substantial disadvantage. The duty is anticipatory — we plan ahead, we do not wait to be asked.

Term	What it means
SEMH	Social, emotional and mental health — one of the four broad areas of need.
SEN support	Support provided by the school that is additional to or different from what is provided for everyone.
SEND register	The school's record of children receiving SEN support. Parents are always told when a child is added.
SENDCO	Special Educational Needs and Disabilities Co-ordinator — the member of staff who leads SEND across the school.
SENDIASS	SEND Information, Advice and Support Service — free, confidential and independent advice for families.
Top-up funding	Extra funding from the council where a child's support costs more than the school's own budget allows. Sometimes called Element 3.

27. Useful contacts

Service	What it does	Contact
Herrick Primary School	SENDCO — Mrs Arzu Aydin, Deputy Headteacher	0116 266 5656 aaydin@herrick.leicester.sch.uk
SENDIASS Leicester	Free, confidential, impartial advice for families — independent of the school	0116 482 0870 info@sendiassleicester.org.uk sendiassleicester.org.uk
Leicester City Local Offer	The council's published information on SEND support across education, health and social care, 0–25	families.leicester.gov.uk (search "SEND Local Offer")
Special Education Service	EHC needs assessments, annual reviews, placements, top-up funding and SEND travel assistance	0116 454 2050 ses-admin@leicester.gov.uk
SEND Support Service	Specialist advice and support to schools	New Parks House, Pindar Road, Leicester LE3 9RN 0116 454 2240
Leicestershire Partnership NHS Trust	Community health services including therapies and CAMHS	0300 300 0007

Service	What it does	Contact
Leicester City Parent Carer Forum	Parent and carer voice in the council's SEND decisions	Via the Local Offer

Contact details change. The school office checks them each September as part of our annual review.

28. Related policies

All of these are published on the school website. Ask at the office if you would like a paper copy.

- SEND Policy 2026–27
- Accessibility Plan
- Attendance Policy
- Medicine in School Policy
- Allergy Safety Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy and equality objectives
- Educational Visits Policy
- Complaints Policy
- Data Protection Policy

29. The law behind this report

This report is published under Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014, and is reviewed and updated every year.

Our SEND policy and practice comply with:

- **Children and Families Act 2014, Part 3** — including the duty on governors to use their best endeavours to secure the provision a child's needs call for (section 66), the duty to appoint a SENCO (section 67), and the duty to tell you when SEN provision is being made for your child (section 68)
- **SEND Code of Practice: 0 to 25 years (2015)** — the statutory guidance for schools
- **Equality Act 2010** — the duty not to discriminate, to make reasonable adjustments, the public sector equality duty, and the requirement under Schedule 10 to publish an accessibility plan
- **Children's Wellbeing and Schools Act 2026**
- **Education Act 1996, section 19** — the council's duty to arrange suitable education for children who cannot attend school because of health needs
- **Keeping Children Safe in Education** (current version)
- **Supporting pupils at school with medical conditions; Allergy safety in schools (2026); Working together to improve school attendance (2026)**

Locally, we work within Leicester City Council’s arrangements, including the BERA framework, the Local Area Inclusion Plan for SEND and Alternative Provision (2024–27), and the Leicester City Local Offer.

Approved by the Governing Body	September 2026
Next review	September 2027
Responsible for this report	Mrs Arzu Aydin, SENDCO