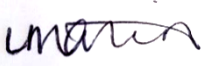


Special Educational Needs (SEN) Information Report



'Let your light shine!'

St George's Church of England
Primary School

Signed: ... 

Signed:

Name: Laura Martin
(Executive Headteacher)

Name: Peter Hilton
(Chair of Governors)

Date:

Date:

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

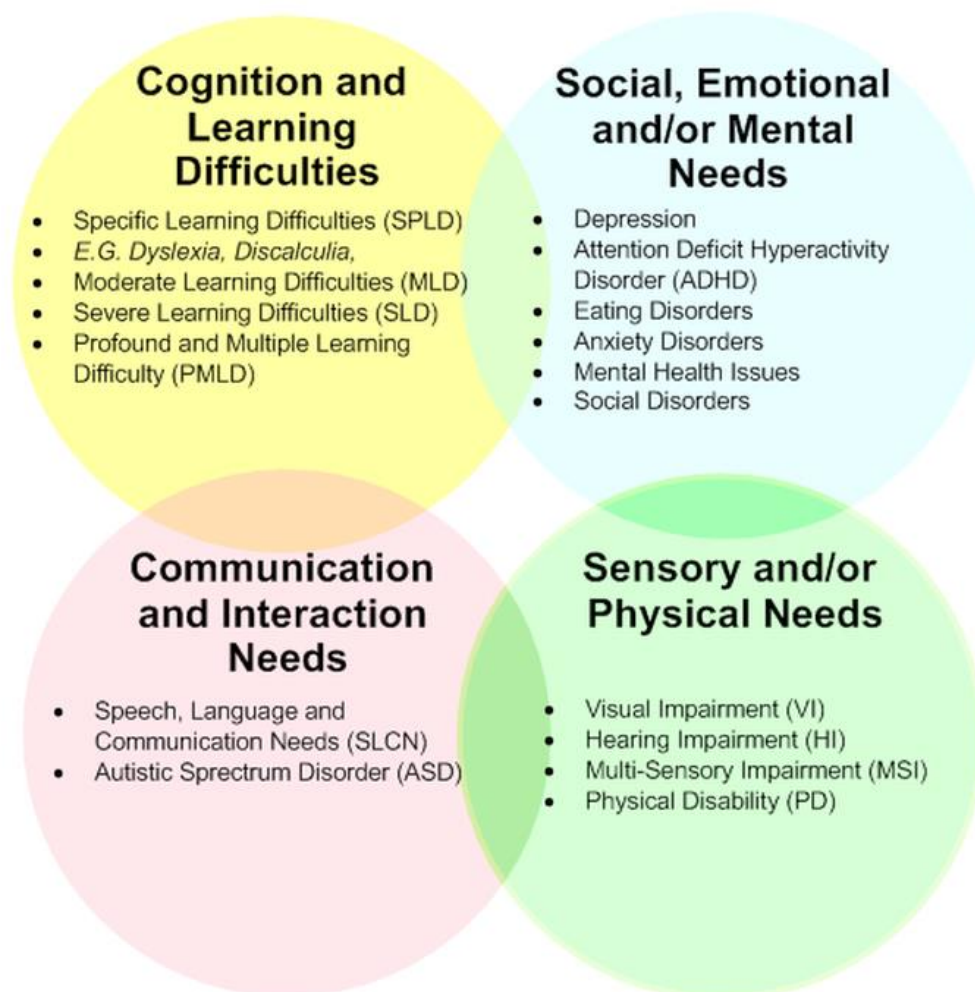
If you want to know more about our arrangements for SEND, please read our SEND policy. You can find it on our website.

1. What types of SEN does the school provide for?

The 2014 SEND Code of Practice (reviewed January 2015) outlines four broad areas of special educational need that include a range of difficulties and conditions:

- Communication and Interaction Needs
- Social, Emotional and Mental Health Needs
- Cognition and Learning Difficulties
- Sensory and/or Physical Needs

While many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas. Our school provides for pupils with the following needs:



2. Which staff will support my child, and what training have they had?

Our special educational needs coordinator (SENCO) is Mrs Laura Ives, who holds an Advanced Diploma in Education and Psychology for Special Needs along with SENCO and SEN qualifications.

Mrs Sarah Ramsey is our trained emotional literacy support assistant (ELSA).

All our teachers and teaching assistants (TAs) are trained to deliver SEN provision.

All our staff receive both in-house SEN training and external training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Individual Staff have training in the following areas/courses:

- Therapeutic Stories
- Deaf Awareness and Support Strategies
- Visual impairment training
- Social Stories
- Precision Teaching
- Team Teach (positive behaviour support)
- The Zones of Regulation
- Attachment awareness
- Sensory circuits
- SCERTS (Social Communication, Emotional Regulation and Transactional Supports)
- ELSA Training
- Pediatric First Aid
- SENCO Training
- Specific learning differences (dyslexia and dyscalculia)
- Autism (AET)
- Restorative practice
- Emotions coaching
- Metacognitive strategies and high-quality teaching
- Read, Write Inc, including one to one tutoring
- Sensory Modulation
- PECS (Picture Exchange Communication System)
- TEACCH Autism
- Social Skills programmes
- Therapeutic approaches
- Neuroscience for high quality teaching
- National Professional Qualifications
- Elklan: Speech, language and communication nee

External agencies and other professionals

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services, provided through Lincolnshire Local Authority Offer for SEND, to meet the needs of our pupils with SEN and to support their families. These may include:

- Speech and language therapy service
- Educational psychology service
- Occupational therapists
- Physiotherapists
- GPs, paediatricians and nurses
- Behaviour outreach support service (BOSS)
- Specialist teaching team (STT)
- Sensory education support team (SEST)
- Working together team (WTT)
- Healthy Minds
- Child and adolescent mental health services (CAMHS)
- Emotionally Based School Avoidance (EBSA)
- Education welfare officers
- Social services and other local authority (LA) provided support services
- Voluntary sector organisations

The Lincolnshire SEND Local Offer

This is the resource from the local authority that is available to support children and young people with special needs and their parents. You can find it through <https://www.lincolnshire.gov.uk/send-local-offer>.

On this website you can find Lincolnshire's Local Offer with everything you need to know about SEND in one place. The Local Offer brings together information for children and young people with special educational needs and disabilities and their families, including how to search for services

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will meet with you and discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENCO, who will be in touch to discuss your concerns.

You can also contact the SENCO directly SENCO@aspire.school

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what has been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will write an IEP (individual education plan) and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers have knowledge of SEN and of any pupils who aren't making expected progress in their schoolwork or socially. This might include progress in the areas of phonics, reading, writing, maths, language development, social or emotional development, motor skills development, etc.

Ongoing assessment enables a teacher to identify any gaps in a pupil's learning. They provide extra support or intervention to address this gap. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been addressed.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil and talk with them and their teacher to see what their strengths and difficulties are and to see if there have been any issues with or changes in their progress, attainment or behaviour. We will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. Based on all this information, the SENCO will decide whether your child needs SEN support and you will be part of this process. Different children will require different levels of support, depending on their needs. If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you and their teacher to create an individual education plan (IEP) for them.

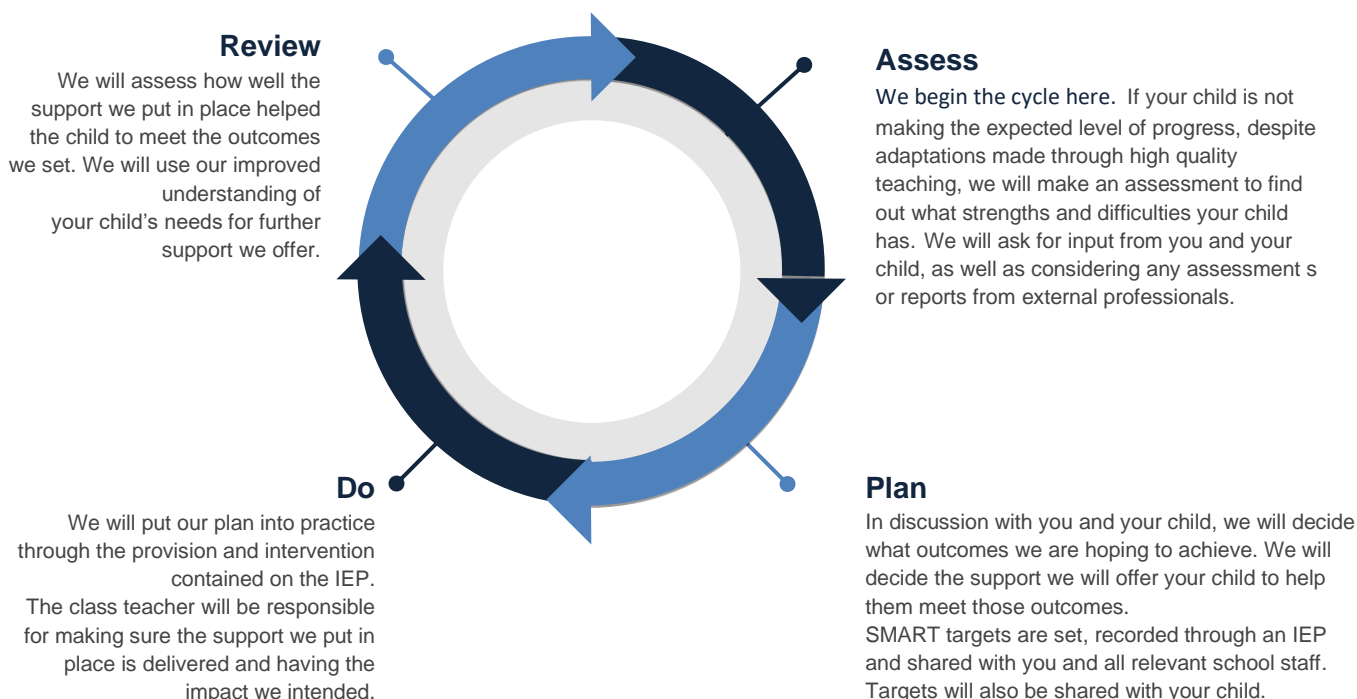
For pupils with an Education Health and Care Plan (EHCP), their IEP will detail the provision and small step targets towards achieving the longer-term outcomes set out in the EHCP.

Sometimes a child with social, emotional and mental health needs may also require a positive behaviour support plan (PBSP) or a pastoral support plan (PSP) which details the positive behaviour support strategies and pastoral support that all staff will use.

5. How will the school measure my child's progress?

We will follow the **graduated approach** to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review** to support your child's area(s) of SEN need. The child and family are at the centre of this process.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. We will use SMART Targets (Specific, Measurable, Achievable, realistic and Time bound). Targets are achieved through the support, interventions and provision we deliver.

When we deliver an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We use research-informed interventions and provision.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the targets, strategies and provisions will be revisited and refined.

There are two levels of SEND:

1. SEN support
2. EHCP (Education, Health and Care Plan).

An EHCP is a legal document that outlines the specific educational, health, and social care needs of a child or young person with significant SEND. It also details the support required to meet these needs and sets clear outcomes to be achieved in school and beyond.

An EHCP is obtained through a formal assessment process initiated by the local authority, which can be requested by a parent, school, or health professional. The local authority then gathers evidence from various professionals, which may include teachers, health care and /or other professionals, and therapists to determine whether the child's needs warrant an EHCP, and if so, the local authority may issue a plan outlining the necessary support.

In Lincolnshire the EHC Hub is a digital portal to manage EHC plans and processes for effective communication so families, educational settings and professionals can collaborate on assessments, plans and reviews.

An annual review of an EHCP is a meeting held once a year to evaluate the child's progress. The plan is amended and updated by the local authority as needed, to ensure that the support provided continues to meet the child's evolving needs and goals.

6. How will I be involved in decisions made about my child's education?

The IEP is reviewed at least 3 times a year with your child's class teacher. Your child's class teacher will meet with you to:

- set clear outcomes for your child's progress
- review progress towards those outcomes
- discuss the support we will put in place to help your child make that progress
- identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support. Parent/guardians views and the child's views are also sought. We provide termly parents meetings and an end of year report on your child's progress.

We view parents as the experts when it comes to your child's needs and aspirations. Therefore, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. The IEP will record outcomes, actions and support that have been agreed. This document will be shared with all relevant staff, and you will be given a copy.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher

7. How will my child be involved in decisions made about their education?

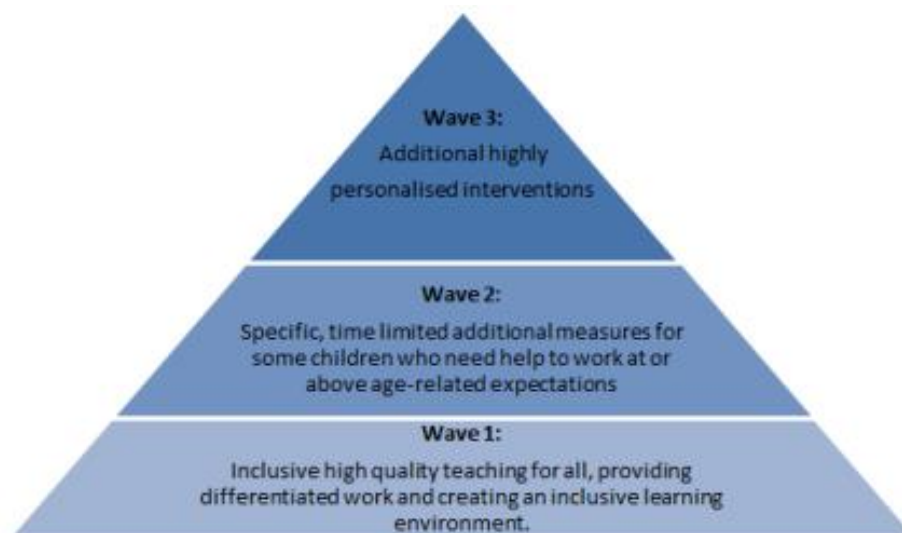
During the Graduated Approach cycle, the child's point of view is gathered. The level of involvement will depend on your child's age and stage of understanding. We recognise that all children are unique and have different needs, so we will decide on an individual basis, with your input. We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a questionnaire

We will ask your child about how they feel they are working at school, what has worked well for them recently, what they like doing and anything they think hasn't worked well. All staff who work with children with SEND spend time building trusting relationships so that children can feel safe to talk about their views and feelings of their own learning in a critical way.

8. How will the school adapt its teaching for my child?

Teachers are responsible and accountable for the progress and development of all pupils in their class. We follow the graduated approach to SEN, along with the 3 waves (or tiers) of provision model (shown below).



We will differentiate (or adapt) how we teach to suit the way the pupil works and learns best. There is no 'one size fits all' approach, we work to make sure the adaptations we make are meaningful to your child and support their understanding.

Adaptations as part of high-quality teaching may include:

- Differentiating our curriculum to make sure all pupils can access it e.g., by flexible grouping, one to one work, adapting the teaching approach or content of the lesson

- Differentiating our teaching, e.g., giving longer processing times, pre-teaching of key vocabulary, post-teaching to address any misconceptions from the lesson, reading instructions aloud, etc.
- Using visual supports such as task chains, phonics mats, vocabulary mats, graphic/knowledge organisers, mind maps, to support understanding of instructions and learning key concepts
- Metacognitive approaches (teaching pupils how to think about their learning)
- Sequencing/chunking learning into smaller steps and tasks (avoiding cognitive overload)
- Retrieval practice – recalling facts or concepts from memory to enhance learning
- Creating a sensory friendly classroom
- Adapting our resources and staffing
- Sensory/movement breaks
- Using recommended aids, such as laptops, coloured overlays, individual visual timetables, a larger font, etc.
- The use of technology

We implement the Education Endowment Foundation’s research-evidenced recommendations for effective SEN practice, which are:

1. A positive, supportive environment for all pupils, without exception
2. Ongoing, holistic understanding of our pupils and their needs
3. All pupils access high quality teaching
4. Complementing high quality teaching with carefully selected small-group and one-to-one interventions
5. Working effectively with teaching assistants

We may also provide the following research- informed provisions and/or interventions as part of our contribution to Lincolnshire’s local offer:

Area of need	Example of	How we support pupils
Communication and interaction	<ul style="list-style-type: none"> • Autism • Speech, language and communication needs (SLCN) 	Visual timetables and now/next schedules Social stories Speech and language programmes including Elklan Colourful semantics Blank’s Levels Social skills programmes
Cognition and learning	<ul style="list-style-type: none"> • Specific learning difficulties including dyslexia, dyspraxia and dyscalculia • Moderate learning difficulties 	Writing slope Coloured text Consideration of seating Precision teaching Paired reading Phonics programme Numicon
Social, emotional and mental health	<ul style="list-style-type: none"> • ADHD/ADD • Adverse childhood experiences • Mental health 	ELSA support sessions Zones of Regulation Therapeutic stories Forest School Draw and talk Quiet space/workstation
Sensory and/or physical	<ul style="list-style-type: none"> • Sensory differences • Hearing impairment • Visual impairment • Multi-sensory impairment • Physical impairment 	Sensory support and resources Wobble cushion TheraBand Consideration to display in the learning environment Ear defenders Sensory diet, e.g. /movement /sensory / brain breaks Sensory circuit / daily mile Sensory play Use of technology

9. How are interventions and programmes delivered?

Teachers and/or TAs deliver the intervention identified on the IEP and receive regular training. We deliver research-informed interventions, which means there is evidence collated by professional bodies, such as the Education Endowment Foundation, that they are effective.

Interventions are often recommended through assessments and reports by other professionals, such as the Specialist Teaching Team and educational psychologist.

Before we run an intervention or programme with your child, we will assess them. This is known as a 'baseline assessment'. We do this so we can see the impact of the intervention on your child's progress.

Interventions may be delivered in the classroom or in a quieter space, either to the individual or to a small group who may also benefit from the approach. This is good practice and facilitates inclusion. The principle is that skills and knowledge, taught through the explicit teaching of the SEN intervention, can then be incorporated into classwork and across the curriculum. This allows children to generalise, practice and apply their skills, developing greater independence.

10. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of SEN provision for your child by:

- ongoing review of their progress towards SMART targets identified in their IEP, with a formal review at the end of each full term.
- reviewing the impact of interventions/programmes after 6 weeks
- observations, teacher assessment (formative assessment) and summative assessment (end of term or end of block tests)
- using pupil questionnaires and pupil voice
- monitoring by the SENCO and senior leadership team
- holding an annual review for pupils with an EHCP.

11. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment, recommended resources or facilities
- Teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies for recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

12. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

We make adaptations to ensure there are no barriers to pupils with SEN enjoying the same activities as other pupils, including physical activities.

Extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips/educational visits, including our residential trips.

All pupils are encouraged to take part in whole school worship, sports day, school plays, special workshops and the whole school curriculum including all school activities and events.

13. How does the school support pupils with disabilities?

We are committed to ensuring that pupils with disabilities are not treated less favourably than their peers. We take proactive steps to promote equality by providing tailored support and reasonable adjustments to meet their individual needs. This includes increasing their participation in the curriculum through differentiated instruction, improving the physical environment to facilitate better access to educational spaces, and making information more accessible through alternative formats, supportive technology and communication aids.

To help pupils with disabilities access our school, we offer a range of facilities, including ramps, accessible toilets, and the provision of auxiliary aids such as adapted learning resources and assistive technology.

Our **Accessibility Plan** is available on the website through this link:

[download.asp \(st-georges-stamford.lincs.sch.uk\)](https://st-georges-stamford.lincs.sch.uk/download.asp) and outlines how we are continuously improving access for disabled pupils. This plan is reviewed regularly to ensure that our school remains inclusive and accessible to all pupils.

14. How will the school support my child's mental health, and emotional and social development?

In addition to academic support, a child may also need pastoral and social support. We offer this support through:

- Emotional regulation programmes e.g. The Zones of Regulation
- ELSA support programme
- Group work – adapting teaching strategies and resources to help the child to be more involved with their learning
- Social skills programmes, e.g., Lego Therapy
- Individual support - staff might work with your child in or out the classroom on a specific programme or activities tailored for them, e.g., self-regulation strategies

- Social stories to teach social situations, how to respond and expected behaviours
- Access to sensory/movement breaks throughout the day to support regulation
- Forest School sessions
- PSHE sessions in each class
- Social and emotional learning throughout the curriculum
- Values promoted through daily whole school worship
- Staff building strong relationships with children to support their emotional needs
- Some of our midday supervisors are also TAs, which creates a strong link between the classroom and playground.

Sometimes a child's behaviour may be communicating an unmet need. All behaviour incidents are communicated to the relevant members of staff and recorded using CPOMS (the school's safeguarding and behaviour system). We have a clear behaviour policy which is adhered to by all staff and can be found on our school website.

All safeguarding and child protection issues will be reported to Mrs Rachel Fleming (Designated Safeguarding Lead and Head of School).

In addition to the support above, some children may require further social and emotional support provided by an outside agency. They may come into school to work with your child and/or write a plan to understand and support the nature of their needs e.g. attention, anxiety, aggression, trauma, mental health. Specific targets to prioritise these needs will be created with staff, parents and your child. The plan will include triggers and strategies to use with your child, actions of your child and the reactions of the adults. The plan will be shared and taken on board by all adults involved and follow the graduated approach where progress will be reviewed at the end of a time frame and next steps agreed.

If your child has specific challenges resulting in behaviour, they may have a Positive Behaviour Support Plan (PBSP) or a Pastoral Support Plan (PSP). This will follow the assess, plan, do, review process.

If there are concerns about attendance, an Emotionally Based School Avoidance (EBSA) referral and support plan will be made or an Education Welfare Officer may be asked to become involved.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN to be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a meeting where the pupil's SEN is discussed
- Schedule lessons and transition events with the incoming teacher towards the end of the summer term

Between schools

- When your child begins school, we liaise with their pre-school/nursery setting.

- When your child is moving on from our school, we will share information with the new setting, and their SENCO.

Between phases (moving up to secondary school)

The SENCO of the secondary school will meet with our SENCO and/or the class teacher. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Social stories about how to manage and cope with transition and change
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Visiting their new school for transition days
- For pupils with an EHCP a transition review, as part of the annual review is held early in year

16. What support is in place for looked-after and previously looked-after children with SEN?

Our SENCO is the designated teacher for looked-after children and previously looked-after children with SEN and will work with the head of school, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Our school complaints procedure can be found on our website. Complaints about SEN provision should be made to the class teacher and/or SENCO in the first instance. They will then be referred to the school's complaints policy which will be followed [download.asp \(st-georges-stamford.lincs.sch.uk\)](https://www.st-georges-stamford.lincs.sch.uk/download.asp).

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Lincolnshire local offer on their website for our local special educational needs and disabilities information, advice and support (SENDIAS).

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages