

Special educational needs (SEND) information report



Approved by:

Full Governing Body

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Introduction

At St Faith & St Martin CE Junior School, we are committed to creating a fully inclusive environment where every pupil feels safe, valued and able to achieve their full potential.

Our approach is rooted in high-quality teaching, early identification of need, strong partnerships with families and effective collaboration with external professionals. We aim to remove barriers to learning and participation so that all pupils, including those with Special Educational Needs and Disabilities (SEND), medical needs and additional vulnerabilities, can access a broad, balanced and meaningful education.

This SEND Information Report explains how we support pupils with SEND in our school. It should be read alongside our Inclusion Policy, Accessibility Plan, Supporting Pupils with Medical Conditions and Allergies Policy, Intimate Care Policy, Behaviour Policy, Anti-Bullying Policy and Safeguarding and Child Protection Policy.

This report is reviewed annually and updated as needed.

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

Our school provides support for pupils across the four broad areas of need identified in the SEND Code of Practice:

AREA OF NEED	CONDITION
Communication and interaction	This may include pupils who experience difficulties with speech, language, communication, social interaction or understanding. This includes pupils with autism and speech and language difficulties.
Cognition and learning	This may include pupils who learn at a slower pace than their peers or who have specific difficulties with aspects of learning. This includes specific learning difficulties such as dyslexia, dyspraxia and dyscalculia, as well as moderate or severe learning difficulties.
Social, emotional and mental health	This may include pupils who experience difficulties with emotional regulation, anxiety, attention, social relationships or mental health. This includes pupils with ADHD, ADD or pupils experiencing emotional or wellbeing difficulties.
Sensory and/or physical	This may include pupils with hearing impairment, visual impairment, multi-sensory impairment, physical needs or sensory processing differences.

Some pupils may have needs that span more than one area, and their needs may change over time. We therefore review support regularly to ensure provision remains appropriate.

2. Which staff will support my child?

At SFSM, we have a dedicated Inclusion Team who work closely together to ensure every child receives the best possible support. Our aim is to meet individual needs, remove barriers and help all children thrive.

Staff receive regular SEND-related training, and tailored guidance is provided where needed to ensure pupils are supported effectively.

		
Miss Hayhurst (SENCO and Designated Teacher)	Mrs Charlton (Deputy Head teacher and Designated Teacher)	Ms Thompson (Wellbeing and Family Support Lead and Designated Teacher)

Our special educational needs co-ordinator, or SENDCO

Our SENCO is: Miss Hayhurst

Email address: lauren.hayhurst@sfsm.lincs.sch.uk

Contact number: 01522 528063

The SENDCo works with class teachers, teaching assistants, the pastoral team, senior leaders, parents and external agencies to coordinate support for pupils with SEND.

External agencies and experts

Sometimes we need additional specialist advice to support pupils effectively. Where appropriate, and with parental involvement, we may work with:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Physiotherapists
- Specialist Teaching Team
- Working Together Team
- Healthy Minds Lincolnshire
- CAMHS
- Paediatricians
- GPs
- School nurses
- Education welfare officers
- Social care services

- Counselling services
- Voluntary sector organisations

External professionals may support assessment, provide advice, contribute to planning and reviews, or support staff training.

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

If you think your child may have SEND, the first person to speak to is your child's class teacher.

You can also contact the SENDCo directly:

Lauren Hayhurst

Lauren.Hayhurst@sfsmlincs.sch.uk

01522 528063

We will meet with you to discuss your concerns and build a clear picture of your child's strengths, difficulties and needs. We will also talk about what is working well, what support may be needed, and what outcomes we want to work towards.

If we decide that your child requires SEND support, you will be informed and your child will be placed on the school's SEND register.

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

We follow the graduated approach: Assess, Plan, Do, Review (APDR).

Class teachers continually monitor pupils' progress, learning, wellbeing and engagement. If a pupil is not making expected progress, the class teacher will consider whether there may be gaps in learning, barriers to access, or wider needs affecting progress.

Before identifying a pupil as having SEND, teachers will use high-quality teaching and adaptive strategies to support them. If concerns remain, the teacher will speak with the SENDCo and parents or carers.

The SENDCo may gather further information by:

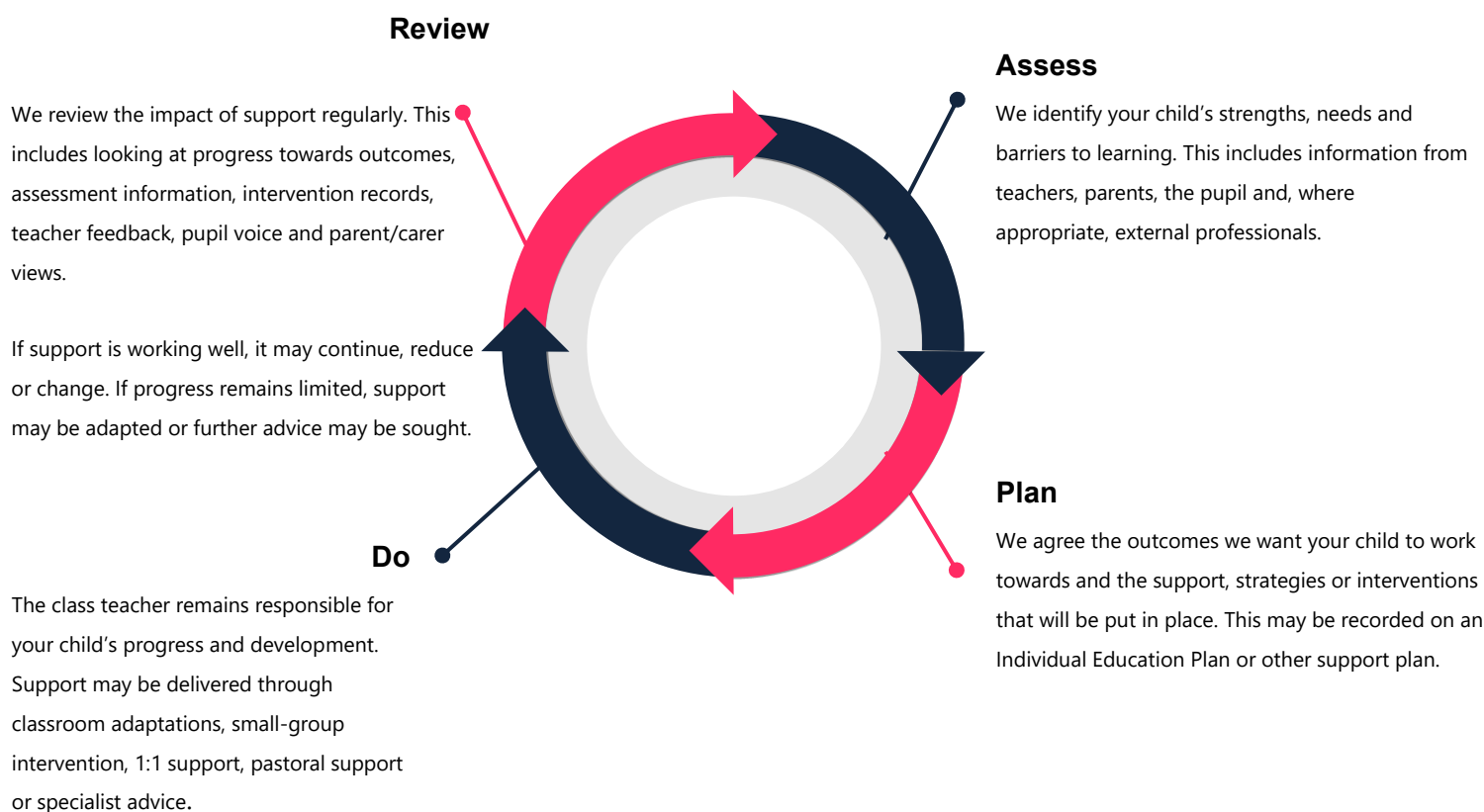
- Observing the pupil in class or around school
- Speaking with the pupil
- Speaking with parents or carers
- Reviewing assessment information
- Speaking with class teachers and support staff
- Considering attendance, behaviour and wellbeing information
- Seeking external professional advice where appropriate

If a pupil requires provision that is additional to or different from high-quality teaching, they may be identified as requiring SEND support and placed on the SEND register.

Pupils receiving SEND support are recorded as K on the school census. Pupils with an Education, Health and Care Plan are recorded as E.

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

We use the graduated approach to monitor and review progress.



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 school's targets, strategies and provisions will be revisited and refined.

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

We believe parents and carers are key partners in supporting their child. We use a co-production approach, recognising that parents know their child best.

Parents and carers will be:

- Invited to regular meetings to review support and progress
- Asked to share their views, concerns and aspirations
- Involved in setting outcomes and reviewing progress
- Given information about the support in place
- Asked to share information about what works well at home
- Involved in reviews of IEPs, EHCPs, Individual Healthcare Plans and other support plans where appropriate

We provide regular updates about your child's progress. If your child's needs change, or if you have concerns between meetings, please contact your child's class teacher or the SENDCo.

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

We believe pupil voice is central to effective SEND support.

Pupils will be supported to share their views in ways that are appropriate to their age, understanding and communication needs. This may include:

- Talking to a trusted adult
- Completing a pupil voice activity
- Drawing or writing their views
- Using visuals, symbols or adapted communication methods
- Attending part of a review meeting
- Sharing what helps them learn
- Giving feedback on interventions or support

We want pupils to understand their strengths, develop independence and feel involved in decisions that affect them.

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

High-quality adaptive teaching is our first step in responding to pupils' needs.

Teachers adapt teaching and learning so that pupils can access the curriculum and make progress.

Adaptations may include:

- Scaffolding tasks
- Breaking learning into smaller steps
- Pre-teaching vocabulary
- Visual supports
- Additional processing time
- Alternative ways of recording work
- Practical resources
- Use of technology
- Flexible grouping
- Adapted texts or enlarged print
- Movement or sensory breaks
- Reduced cognitive load
- Clear routines and expectations

There is no "one size fits all" approach. Adaptations are based on each pupil's individual needs and are reviewed regularly.

9. What provision and interventions are available?

Our provision is carefully matched to pupils' needs and reviewed through the graduated approach. Support may include high-quality classroom teaching, targeted interventions and specialist support where required.

The following overview shows examples of support available in school. This is not exhaustive, and provision is always personalised.

AREA OF NEED	HOW WE SUPPORT
Communication and interaction	Support may include: • Visual timetables • Now/next boards • Social stories • Pre-teaching vocabulary • Speech and language therapy advice • Colourful Semantics • Talk Time • Socially Speaking • PECS or other communication support where appropriate • Adult-supported communication opportunities • Support with social understanding and interaction. • Lego therapy
Cognition and learning	Support may include: • Read Write Inc. Phonics • Read Write Inc. Spelling • Hornet Literacy Primer • Emile Maths programme • Morph Mastery • Precision Teaching • Number Sense Times Tables Fluency Programme • Targeted assignments on Doodle Maths • Small-group or 1:1 literacy and maths support • Pre-teaching and overlearning • Adapted resources and scaffolds • Alternative recording methods • Blanks level questioning

Social, emotional and mental health	Support may include: • Pastoral support • ELSA-style emotional literacy support • Positive play and group work skills • Managing feelings and problem-solving work • Feelings Detectives / anxiety-based support • Wellbeing check-ins • Regulation strategies • Sensory Circuits • Nurture-based approaches <u>Specialist therapeutic services external</u> • Referrals to Healthy Minds Lincolnshire • Referrals to CAMHS where appropriate • Counselling referrals, including services such as CASY, Head Inside Counselling and Lincolnshire Centre for Grief and Loss where appropriate
Sensory and/or physical	Support may include: • Sensory Circuits • Fine and gross motor skills support (theraputty exercises) • Handwriting support • 1st Move • 1st Call • Physiotherapy programmes • Occupational therapy advice • Adapted equipment recommended by external professionals • Environmental adaptations • Movement breaks • Sensory resources

Provision and progress are monitored through school systems and reviewed regularly by teachers and the SENDCo.

Our Accessibility Plan sets out how we are enhancing opportunities for disabled pupils to participate fully in the curriculum. It outlines the steps we are taking to remove barriers to learning and ensure equal access for all.

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

We evaluate the effectiveness of provision by:

- Reviewing progress towards outcomes each term
- Reviewing the impact of interventions

- Using provision maps
- Looking at assessment information
- Gathering pupil voice
- Gathering parent/carers feedback
- Seeking staff feedback
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHCPs

If support is not having the intended impact, provision will be reviewed and adapted.

11. How will the school make sure my child is included in activities alongside pupils who do not have SEND?

We are committed to ensuring that pupils with SEND are included in all aspects of school life.

All pupils are encouraged to take part in:

- Lessons across the curriculum
- School trips
- Residential visits, including Rand Farm (Year 4) and Robinwood (Year 6), where appropriate
- Sports day
- Clubs and enrichment activities
- Competitions
- Whole-school events such as World Book Day and the Science Fair

No pupil will be excluded from an activity because of SEND or disability. We will make reasonable adjustments to support participation wherever possible.

Risk assessments and planning will be used where needed to ensure pupils can participate safely and successfully.

12. How does the school support attendance and emotionally based school avoidance?

We recognise that some pupils with SEND or medical needs may face additional barriers to attendance.

Our expectations for attendance are high for all pupils, but we recognise that some pupils may need additional support to attend regularly and feel safe in school.

Where pupils experience attendance difficulties, including anxiety or Emotionally Based School Avoidance (EBSA), we will work with families and professionals to identify barriers and plan appropriate support.

Support may include:

- Regular communication with families
- Pastoral check-ins

- Trusted adult support
- Reasonable adjustments
- Reduced anxiety around transitions
- Reintegration planning
- Liaison with external professionals
- Support from attendance or inclusion services where appropriate

Further information can be found in the school's Attendance Policy.

13. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

As a maintained school, admissions are managed by the local authority.

The school will:

- Follow the local authority's admissions policy
- Ensure pupils with SEND or disabilities are not treated less favourably
- Admit pupils whose Education, Health and Care Plan names the school, in line with statutory requirements
- Work with families, previous settings and professionals to support effective transition

The school is committed to ensuring that all pupils, including those with SEND, disabilities, medical needs and additional vulnerabilities, can access a full and inclusive education.

14. How does the school support pupils with disabilities?

We are committed to supporting pupils with disabilities and ensuring they are not treated less favourably than their peers.

We make reasonable adjustments in line with the Equality Act 2010 to support pupils to access learning, the curriculum, the physical environment and wider school life.

Our Accessibility Plan sets out how we aim to:

- Increase access to the curriculum
- Improve access to the physical environment
- Improve the delivery of information to pupils with SEND or disabilities

The Accessibility Plan is available on the school website and is reviewed regularly.

15. How will the school support my child with medical needs?

Pupils with medical conditions are supported in line with the school's Supporting Pupils with Medical Conditions and Allergies Policy.

Where a pupil has a medical condition requiring enhanced support, an **Individual Healthcare Plan (IHP)** will be developed. This will usually involve parents or carers, school staff and healthcare professionals where appropriate.

An IHP may include:

- The pupil's medical needs
- Medication arrangements
- Emergency procedures
- Staff responsibilities
- Care arrangements
- Support required during lessons, trips and wider school activities

Where a pupil requires personal or intimate care, this will be detailed within the IHP and delivered in line with the school's Intimate Care Policy.

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

The well-being of all pupils is a priority.

We recognise that some pupils with SEND may be more likely to experience difficulties with social, emotional or mental health. We aim to identify needs early and provide support in a sensitive and inclusive way.

Support may include:

- Class teacher support
- Pastoral support
- Wellbeing check-ins
- Emotional literacy interventions
- Support with self-esteem and confidence
- Regulation strategies
- Support with friendships and social skills
- Anxiety-based support
- Referrals to Healthy Minds Lincolnshire
- Referrals to CAMHS where appropriate
- Advice from educational psychology or specialist services

Pastoral Lead: Claire Thompson

Email: Claire.Curtis@sfsmlincs.sch.uk

Telephone: 01522 528063

We also recognise that pupils with SEND may be more vulnerable to safeguarding risks. All staff are trained to recognise and respond to concerns in line with the school's safeguarding procedures.

17. What support is available for transition?

We recognise that transitions can be particularly challenging for some pupils with SEND. We plan carefully to support pupils before, during and after transitions.

Joining in Year 3

We liaise with previous schools and settings to gather information about pupils' needs. Where appropriate, we offer additional transition visits for pupils and families to help pupils feel familiar, confident and prepared.

The SENDCo may liaise with the SENDCo from the previous setting to discuss pupils who have SEND or who are receiving support.

Moving between year groups

Some pupils benefit from additional transition support, such as:

- Familiarity booklets
- Visits to new classrooms
- Meeting new staff
- Visual supports
- Extra opportunities to ask questions
- Transition conversations between current and new teachers

Moving to secondary school

For pupils with SEND, the SENDCo may arrange additional transition work with secondary schools. This may include extra visits, information-sharing meetings, friendship days or tailored transition sessions.

In the summer term, Year 6 staff share information with secondary schools. The SENDCo ensures that the needs of pupils with SEND are communicated clearly to support a smooth transition.

18. What support is in place for looked-after and previously looked-after children with SEND?

Looked-after and previously looked-after children with SEND may require additional support, as their individual experiences and needs can interact in different ways.

At St Faith & St Martin CE Junior School, designated staff work closely together to ensure that these pupils are well supported.

The Designated Teachers for looked-after and previously looked-after children are:

- Miss Hayhurst (SENDCo)
- Mrs Charlton (Deputy Headteacher)
- Ms Thompson (Wellbeing and Family Support Lead)

They will work collaboratively to ensure that:

- Staff understand how a pupil's SEND and care background may impact on their learning, wellbeing and engagement
- Appropriate provision and support are in place to meet both SEND and wider needs
- Regular communication is maintained with carers, social workers and any other professionals involved
- Support plans are joined up and consistent

Looked-after children will also have a Personal Education Plan (PEP). Where a pupil also has SEND support or an Education, Health and Care Plan (EHCP), we will ensure that:

- The PEP, SEND support plan and/or EHCP align and complement one another
- Outcomes are considered holistically
- Support is coordinated across education, health and care

Our aim is to provide a consistent, supportive and inclusive approach that enables all pupils to feel safe, valued and able to achieve their full potential.

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

We aim to work in partnership with families and resolve concerns as early as possible.

If you have concerns about your child's SEND support, please speak to your child's class teacher in the first instance.

If concerns remain, you may contact the SENDCo:

Lauren Hayhurst

Lauren.Hayhurst@sfsmlincs.sch.uk

01522 528063

If the issue is not resolved, a formal complaint can be made and will be handled in line with the school's Complaints Policy, which is available on the school website.

Parents and carers may also access disagreement resolution or mediation services where appropriate. If a parent or carer believes their child has been discriminated against because of disability, they may be able to make a claim to the First-tier SEND Tribunal.

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

If you have questions about SEND, or if you are finding things difficult, please contact us. We want to work with you and support your child and family.

Useful sources of support include:

- Lincolnshire SEND Local Offer
- Lincolnshire Parent Carer Forum
- IPSEA
- SEND Family Support
- Family Action SEND support
- NSPCC

The Lincolnshire Local Offer provides information about services and support available for children and young people with SEND and their families.

21. Glossary

Access arrangements – adjustments that help pupils access tests or assessments.

Annual review – a meeting held at least once a year to review an Education, Health and Care Plan.

Area of need – the four broad categories of SEND: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.

CAMHS – Child and Adolescent Mental Health Services.

Co-production – families, pupils and school staff working together to plan and review support.

Differentiation/adaptive teaching – changes teachers make to help pupils access learning.

EHC needs assessment – an assessment by the local authority to decide whether a pupil may need an Education, Health and Care Plan.

EHCP – Education, Health and Care Plan. This is a legal document that sets out a pupil's needs, provision and outcomes.

EBSA – Emotionally Based School Avoidance. This describes difficulties attending school linked to emotional distress or anxiety.

Graduated approach – the Assess, Plan, Do, Review cycle used to identify and support pupils with SEND.

IHP – Individual Healthcare Plan. This outlines support for pupils with medical needs.

Intervention – targeted support designed to help a pupil make progress in a specific area.

Local Offer – information from the local authority about SEND services and support available locally.

Outcome – a target or goal that support is working towards.

Reasonable adjustments – changes schools make to reduce barriers for pupils with disabilities.

SEND – Special Educational Needs and Disabilities.

SENDCo – Special Educational Needs and Disabilities Coordinator.

SEND Information Report – a report schools must publish to explain how they support pupils with SEND.

SEND support – support for pupils who need provision additional to or different from high-quality teaching.

Transition – moving between classes, key stages, schools or settings.