

Special educational needs (SEND) information report



Approved by:	Full Governing Body	Date: 15 th October 2025
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1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child?

At SFSM, we have a dedicated Inclusion Team that works closely together to ensure every child receives the best possible support. Our aim is to meet individual needs and help all children thrive. Staff receive regular SEND-related training, with tailored guidance provided where needed to ensure individual pupils are supported effectively.

			
Miss Hayhurst (SENDCO)	Mrs Charlton (Deputy Head teacher)	Mrs Curtis (Pastoral Lead)	Mrs Scott (Pastoral Support)

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is: Miss Hayhurst

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

Contact number: 01522 528063

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other local authority (LA)-provided support services
- › Counselling services
- › Voluntary sector organisations

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

Tell us about your concerns

We will invite you to a meeting to 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.

We have an open-door policy and we try to build relationships with you so that we can understand your child's needs.

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

You can also contact the SENDCO directly. Lauren.hayhurst@sfsm.lincs.sch.uk

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's been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

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

We follow the Graduated Response (Assess, Plan, Do, Review) as outlined in the SEND Code of Practice. This means we continually assess your child's needs, plan appropriate support, implement it, and review its impact with you and your child.

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will use a range of adaptive teaching strategies to try and close the gap. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

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

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

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

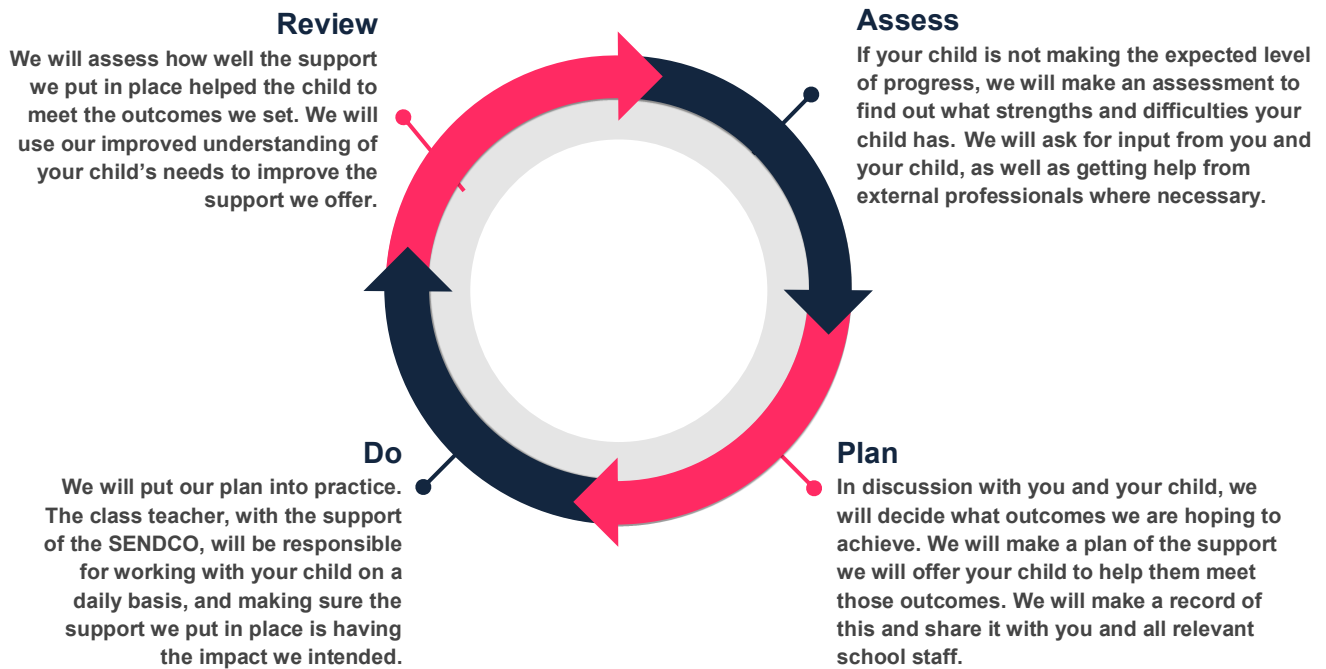
Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a support plan for them.

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**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run 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 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 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 will provide three reports (Autumn, Spring and Summer) on your child's progress.

Your child's class teacher/s will meet you three times a year 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 SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. 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.

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 right away so we can keep our provision as relevant as possible.

After any discussion, we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher, who will then get in contact with Mrs Hayhurst (SENDCO).

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

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case 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 survey

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

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum; we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- › Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, scaffolds or through alternative methods of recording work.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, precision teaching and reading instructions aloud
- › Adapting our resources, for example, enlarging texts, changing or avoiding particular colours
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, radio aids, etc.

We may also provide the following interventions and support:

AREA OF NEED	HOW WE SUPPORT
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<p>Communication and interaction</p>	<p>Visual timetables</p> <p>Personalised social stories- descriptive short narrative that help explain a social situation of event.</p> <p>Speech and language therapy</p> <p>Pre-teaching vocabulary groups;</p> <p>Colourful semantics - grammar and sentence structure;</p> <p>TalkTime – confidence when talking in groups;</p> <p>Socially Speaking – social understanding;</p> <p>The Picture Exchange Communication System (PECS)- To aid communication</p> <p>Colourful Semantics- To help construct ideas and sentences verbally and in written form.</p>
<p>Cognition and learning</p>	<p>Toe by Toe – multi-sensory phonic reading programme;</p> <p>Hornet Literacy Primer Phonics & structure- Basic Rules and Structures of English;</p> <p>Word Wasp- the Rules and Structures of spelling.</p> <p>Number Sense Times tables Fluency Programme</p> <p>Precision Teaching – 1:1 practice of basic reading, spelling and maths skills;</p> <p>Read Write Inc. Phonics Programme - Phonics for reading development</p> <p>Read Write Inc. Spelling Programme- teaching of spelling rules</p> <p>The Picture Exchange Communication System (PECS)- To aid communication</p> <p>Colourful Semantics- To help construct ideas and sentences verbally and in written form.</p> <p>Third Space Learning- 1:1 maths intervention programme</p> <p>Precision teaching- 1:1 approach to develop a specific area of need such as spelling or timetables</p>

<p>Social, emotional and mental health</p>	<p>Positive play and group work skills – making up games, making rules, fair play, positive relationships;</p> <p>Managing feelings and problem solving – recognising emotions and developing strategies to make good choices;</p> <p>Pastoral support – self-esteem and emotional wellbeing;</p> <p>ELSA support- Emotional Literacy based interventions which could include managing emotions and emotional regulation strategies</p> <p>Feelings Detectives (Feelings Casefiles)- teaches coping skills to help young people manage anxiety using cognitive behavioural therapy (CBT) principles.</p> <p>Sensory Circuits- To help regulate children</p> <p><u>Specialist therapeutic services external</u></p> <p>Counselling support- we work with CASY counselling, Head Inside Counselling, and Lincolnshire Centre for Grief and Loss</p> <p>Emotional wellbeing and mental health – we can refer to Healthy Minds Lincolnshire for advice, support, and group programmes.</p> <p>Specialist mental health services – referrals may also be made to CAMHS (Child and Adolescent Mental Health Services) if needed.</p>
<p>Sensory and/or physical</p>	<p>Motor skills – <i>gross and fine motor coordination</i>;</p> <p>Handwriting;</p> <p>Physiotherapy programmes.</p> <p>1st Move- <i>A Gross and Fine Motor Skills Resource</i></p> <p>Specific equipment recommended by external services</p>

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.

These interventions are part of our contribution to Lincolnshire’s local offer.

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

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

- › Reviewing their progress towards their goals each term
- › Reviewing the impact of interventions in Terms 2, 4 and 6.
- › Using pupil questionnaires
- › Monitoring by the SENDCO
- › Using provision maps to measure progress
- › Holding an annual review (if they have an education, health and care (EHC) plan)

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

All of our 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, including our residential trip(s) to Rand Farm (Year 4) and Robinwood (Year 6).

All pupils are encouraged to take part in sports day, competitions and specific events such as World Book Day and our annual Science fair.

No pupil is ever excluded from taking part in these activities because of their SEN or disability, and we will make whatever reasonable adjustments are needed to make sure they can be included.

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

- › We make sure that all prospective pupils whose EHC plan names the school will be admitted before any other places are allocated
- › For our latest oversubscription criteria please check with the local authority who handle our school admissions.

13. How does the school support pupils with disabilities?

At SFSM, we are committed to supporting pupils with disabilities through our Accessibility Policy, which outlines the steps we have taken to promote inclusivity and prevent any pupil from being treated less favourably than their peers. We work closely with external agencies to ensure that appropriate provision is in place, and we provide a range of facilities, auxiliary aids, and services to help pupils access all aspects of school life. Our Accessibility Plan sets out how we will continue to increase the extent to which disabled pupils can participate fully in the curriculum, improve the physical environment so they can benefit from our facilities and services, and make information more accessible. This plan is available on our school website and is regularly reviewed to ensure it meets the evolving needs of our pupils.

14. 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 pupils with SEND are more likely to experience difficulties with their social, emotional, and mental health. In line with current DfE guidance, our provision includes:

- Access to pastoral support through our school's pastoral team and class teachers.
- Emotional support interventions such as nurture groups or wellbeing check-ins.
- Targeted support and referrals to external services (e.g. CAMHS, Healthy Minds, Educational Psychology) where needed.
- Staff training to recognise early signs of mental health concerns and respond appropriately.
- Promoting resilience, independence, and a sense of belonging for pupils with SEND.

Our pastoral lead is:

Claire Curtis

Claire.curtis@sfsm.lincs.sch.uk

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

When joining in year 3

To help pupils with SEN be prepared for a new school year, we offer additional transition visits for children and their families to help pupils who may require extra preparation, ensuring they feel confident, secure, and ready to join us.

The SENDCO, Miss Hayhurst, will liaise with the SENDCO from previous settings to discuss all children identified as having SEN or who are currently receiving SEN support, ensuring a smooth and well-supported transition.

When progressing through year groups

Some pupils with SEND benefit from having a familiarity booklet, which provides information about their new classroom, teacher, and teaching assistants. This resource helps pupils feel more comfortable and prepared for changes in their environment.

Before starting secondary school

For pupils with SEND, the SENDCO may arrange additional transition visits in collaboration with secondary schools to support a smooth transfer and promote pupil confidence. Depending on the receiving school and the individual needs of pupils, additional provision such as friendship days or tailored transition sessions may also be offered. In the summer term, Year 6 teachers meet with secondary school staff to share information about all pupils, with the SENDCO ensuring that the specific needs of pupils with SEND are communicated effectively.

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

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?

Complaints about SEN provision in our school should be made to the **SENDCO** in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- › Admission
- › Exclusion

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

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.

Information about locally available support can be found in the Lincolnshire Local Offer at their website below

<https://www.lincolnshire.gov.uk/send-local-offer>

In addition, the Lincolnshire Parent Forum offers support to parents and families of children with SEND, providing guidance, resources, and a network of advice.

<https://www.lincspcf.org.uk>

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

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)

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
- › **SENDCO** – 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