



SEND Information Report

Q. What is a SEND Information Report?

A Special Educational Needs and Disabilities (SEND) Information Report should help children, young people and their families understand the support and provision available to children and young people with special educational needs and/or disability (SEND) in a school. The Children and Families Act 2014 sets out in law that all children, young people and their families can access the right support and provision to meet their needs. The SEN Information Report should therefore help families to make good choices about what provision and support is best for their child. Throughout the duration of a school placement, the SEN Information Report should continue to be a source of information about how the setting implements its SEND Policy.

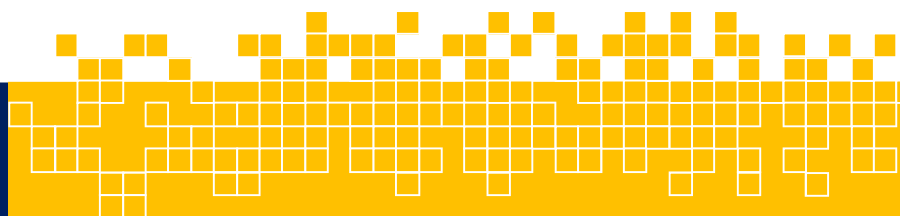
Q. What is SEND?

A Special Educational Need is a significant difficulty or barrier that affects a child's ability to learn and to access the curriculum. According to the SEND Code of Practice 2015: 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

A disability is a long-term health condition which causes a difficulty or barrier to learn or to access the curriculum. The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'

Q. What should I do if I think my child has special educational needs?

Talk to us in confidence: we are here to help. If you have any general concerns about your child, you should always speak with your child's class teacher in the first instance, as they will probably be able to give you the information that you need. If you have some more specific questions relating to Special Educational Needs which the teacher is unable to answer, then a joint meeting with the class teacher and the SENDCo may be arranged. Class teachers and staff will also speak with the SENDCo if they have any concerns about your child.





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Q. How will the school decide if my child needs extra support?

If a child makes progress that is less than expected, we put in place support to help them 'catch up'. Many children, whether they have special educational needs or a disability or not, may need to be supported at some point during their time at our school. They may receive support in the form of 'Quality First Teaching', small groups or individual support from an adult. What the support will look like and how long it will last will depend on the need that has been identified. One size does not fit all. Whatever the support is that has been provided, it is routinely reviewed.

We will carry out an assessment of your child. This may involve gathering information on a formal or informal basis from you, your child, their teacher and from other professionals who may have supported your child previously. Some children may require additional support but will not be placed on the SEND register. After a period of support, we may decide that your child does need educational provision that is significantly additional to and different from that provided for their peers in the classroom and through our 'catch up' programmes. If this is the case, we will place your child on our Special Educational Needs and Disabilities Register and you will be informed about this.

Q How do I get a 'diagnosis' for my child?

Pupils do not receive a 'diagnosis' of special educational needs. Pupils only receive a diagnosis if they have a specific difficulty that is identified by an expert/medical practitioner to be a particular barrier to learning. The SENDCo can make a referral to the Community Paediatrician for concerns regarding Autism and ADHD. If the referral is accepted, you will receive an appointment with a paediatrician, who will give you further information and an assessment may begin. Parents are also able to access the 'Right to Choose' through their GP. The Lincolnshire Speech and Language Support Team is currently unable to take new referrals for children, apart from those in exceptional circumstances (such as difficulties swallowing), due to extremely long waiting lists.

Referral time can vary depending upon the agency involved. Referrals to the NHS take on average about 40 weeks to receive an appointment. Not all pupils will receive a diagnosis and/or decision. Where diagnoses are made, this can take a considerable time depending upon the individual. In many cases, a diagnosis follows several appointments, which could take more than a year. We do not wait until a diagnosis has been made to put support in place, since this can be a very long process. If it is very clear that your child has a difficulty and is struggling to learn, we will do everything that we can to help them. If a diagnosis is made, we will ask advice from the relevant Outside Agencies about how best to help your child.



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Q How will the school help my child to access the curriculum if they have special educational needs and/or a disability?

It doesn't matter at what point we or someone else has identified that your child has special educational needs and/or a disability, we will put extra support in place to help your child at our school as quickly as possible. Each child's needs are unique and so each child will receive different support, depending upon their specific needs, to make sure that they can access every lesson. The SENDCo and class teacher will decide which strategies and resources are appropriate to support your child's needs. Where Outside Agencies are involved, they will provide advice about how best to support your child's needs.

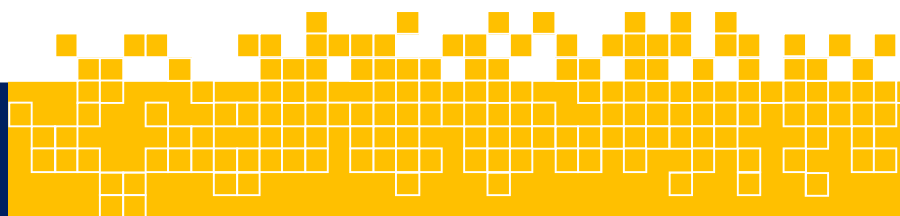
Q What equipment and resources does the school have to help my child?

Over the years we have supported many pupils with significant difficulties and so we have lots of equipment and resources already in school. Below are some examples.

- Disabled toilet
- Sensory circuits
- Seating cushions
- Coloured overlays
- Pencil grips and specialist writing pens
- Calmers (squeeze/stress balls etc.)
- Sand timers
- Physiotherapy equipment, e.g., gym mats and gym balls

Q. How will my child be included in activities outside the classroom including school trips?

We choose activities that we know are suitable for all children to enjoy. All year groups attend day trips throughout the year and full risk assessments are carried out with any specific need considered and planned for. Staff may meet with parents of children who need additional support to ensure that provision is suitable. All children have an equal right to attend after-school clubs providing the health and safety of all children is not compromised. For clubs with limited places there will be a deadline for completed reply slips and the relevant number will be selected randomly.





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Q. How accessible is the school environment?

You are welcome to come and see the school environment for yourself. Our school is on one site and one level. There are no steps and the doors and corridors are wide enough to accommodate a wheel chair or walking support. We have a toilet suitable for children with disabilities. View our Accessibility Plan on our website.

Q. How can my family and I get support?

In some cases where the help is not educational, The Head Teacher will complete an 'Early Help Assessment' form to identify the help that you or your child need. In some cases, this could lead to family support from an Early Help Worker.

It can often be challenging to be a parent of a child with SEND. Sometimes this is because of how the child's differences may present themselves in school, leading to difficulties and frustrations with their work, socially or emotionally. At other times, the child may exhibit those differences at home because of the different environment and expectations, or because they need to let out their emotions due to their school day.

It is important for parents to seek the right kind of support for children from the right person, wherever these differences are presenting themselves. Parents are encouraged to contact their local Children's Centre and register for the '4ALL' magazine for further local information. Parents may also wish to browse the Lincolnshire Parent Carers Forum website, packed full of courses and networking opportunities online which can be found at:

• Lincolnshire Parent Carer Forum: <https://www.lincspcf.org.uk>

Support is also available through:

• LIAISE: <https://www.lincolnshire.gov.uk/directory-record/65012/liaise-information-adviceand-support-service>

• IPSEA (Independent Parental Special Education Advice): <https://www.ipsea.org.uk>



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Q. What is the Local Authority's Local Offer?

Every Local Authority has to publish a 'Local Offer' on its website, which outlines all the support available to children, young people and their families who have or may have special educational needs and/or disabilities.

This is where to find Lincolnshire's Local Offer: <https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home>.

Q. How will you involve me and my child in making decisions?

If any member of staff has a concern about your child and thinks that they are finding it difficult to learn compared with other children in their class, then they will discuss their concerns with the SENDCo. If the conclusion is that your child may have special educational needs, either the class teacher or SENDCo will discuss these concerns with you and together you will decide the best course of action. This will normally be to place your child on our Special Educational Needs Register and to provide extra support to help them.

Q. How can I be involved in supporting my child?

We hope that all parents will support their child through:

- Regular reading.
- Encouraging them to be organised and independent.
- Encouraging them to complete homework well and on time.
- Supporting them in learning any sounds, key words, spellings, and times tables that are sent home.
- Visual timetables and checklists, which we can help you to create.
- Games and activities to help develop memory and concentration.
- Advice from outside agencies including the Parent/Carer Forum.

Q. Who can I contact for further information?

In the first instance, your child's class teacher or TA is your first point of contact for any information regarding your child and their progress.

