

Kirton Primary School

SEND Information Report

2026-2027

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1. What is a SEND information report?

A special educational needs and disabilities information report should help children, and their families understand the support and provision available to them at their school.

The Children and Families Act 2014 states that all children, young people, and their families can access the right support and provision to meet their needs. The SEND information report provided by the school should therefore help families to make good choices about what provision and support is best for their child. Throughout a child's time at school the Information report should continually be a source of information about how the setting is implementing its SEND policy.

This SEND information report should answer all your questions about how Kirton Primary School meets the needs of our pupils with Special Educational Needs and/or disabilities.

2. What is a 'Special Educational Need' (SEN)?

A special educational need (SEN) is a barrier or difficulty that affects a pupil's ability to access the national curriculum.

As outlined in the SEND Code of Practice (CoP), 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'.

3. What is a disability?

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 a 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'.

4. Who do I speak to if I think my child has special educational needs and/or a disability or if they already have been identified as having SEND?

If you have general concerns about your child, you should always speak to your child's class teacher first. Your teacher will probably be able to give you the information that you need. If you have more specific questions that the teacher is unable to answer, they will direct your query to the Special Educational Needs and Disability Co-ordinator (SENDCo).

Class teachers and other school staff will also speak to the SENDCo if they have any concerns about your child. If you or the class teachers have concerns about your child's progress, be that of academic progress or issues pertaining to their emotional or social progress your child may have a 'SEND –Early Identification Form' completed and shared with the SENDCo. This enables the school and SENDCo to identify any potential additional support that may be needed. After a determined period of monitoring, the school and SENDCo will decide on next steps.

5. What is a SENDCo?

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is responsible for anything relating to 'Special Educational Needs and Disabilities' (SEND) within the school. They make sure that any special educational needs are identified and that the right support is put in place to help our pupils.

Other duties include:

- Supporting staff
- Supporting parents/carers
- Making referrals to Outside Agencies
- Linking with Outside Agencies, gathering advice and making sure that it is put in place
- Providing the correct help and equipment for pupils
- Linking with other schools to support transitions
- Linking with the SEND Team at the Local Authority

6. Who is the SENDCo?

The SENDCo at the School is Mrs Lewis.

You can get in contact with the main school office if you would like an appointment with Mrs Lewis to discuss your child.



Mrs Lewis will be able to offer advice about how to identify if your child has any special educational needs and what support they might need. She can make direct referrals to many Outside Agencies and lead multi-agency meetings to make sure that your child's needs are met in school. She can also provide advice about any family needs and suggest who can help.

7. How will the school know if my child has a special educational need and/or disability?

The SENDCo, in agreement with the Head Teacher and class teacher, will make the decision that a pupil has SEN and needs extra support to help them to learn. This is not a medical diagnosis, only a recognition that the pupil is finding it harder to learn than other pupils of the same age, despite extra support. After a discussion with the parents/carers, the pupil will be placed on our 'Special Educational Needs and Disability (SEND) Register' so that we can outline the support that they need. Please refer to our SEND Journey in the Appendix for a more detailed breakdown of how needs are identified and supported.

8. What is the SEND register?

This is an internal list of all the pupils in the school who have identified special educational needs (SEN) and/or a disability.

This makes it easier for the SENDCo and staff to monitor the pupils who need extra help. If your child moves to another school, we will notify them if your child is on our SEND register.

When a pupil is added to the SEND register, their needs are considered using the four areas of needs as outlined in the SEND CoP, these are:

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

Once your child is placed on the SEND Register, they will start to receive additional support. This will be set out on an Additional Support Plan (ASP) so that you can see what help your child is receiving.

Some pupils with significant needs will always be on the SEND Register because they will always need help. Other pupils may only need help for a short amount of time and if they no longer need any help, then after a discussion with parents/carers they will be removed from the SEND Register.

9. 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 such as Dyslexia, a social communication need, ADHD or a medical need. (This is not an exhaustive list)

A specific difficulty is something that can be identified by an external professional or practitioner.

If you are concerned that your child has a specific difficulty such as ADHD or ASD, the SENDCo can make a direct referral to the Community Paediatrician based at the school's local hospital. If the referral is accepted, you will receive an appointment with a paediatrician, who will give you further information and an assessment may begin.

If you are concerned that your child has a learning difficulty such as Dyslexia, the SENDCo can make a referral to a Specialist Teacher (if they meet certain criteria). Our school buys in the services of a Specialist Teacher from the Local Authority. They can identify if a pupil has difficulties consistent with Dyslexia and provide advice about how best to support their needs.

If you are concerned that your child has a speech and language difficulty, the SENDCo can make a referral to the 'Speech and Language Therapy Service' (SALT). A therapist may then assess and identify if your child has a specific speech and/or language difficulty and provide advice about how best to support their needs.

Referral time can vary depending upon the agency involved. Referrals to the NHS (Community Paediatrics and Speech and Language Therapy Service) take considerably longer; on average it can take between twelve to eighteen months 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. Regardless of diagnosis, we will do everything that we can to help a pupil who is struggling to access their learning.

If a diagnosis is made, we will ask advice from the relevant outside agencies about how best to help your child. Any additional advice that is offered will be identified on your child's Additional Support Plan and shared with you and/or discussed at a meeting. This support will be put in place as soon as it is possible once the relevant resources/equipment have been purchased, if required.

10.Who is responsible for supporting my child?

Your child will be supported by the SENDCo, SLT, qualified and experienced teachers, experienced and skilled teaching assistants, higher level teaching assistants and any potential outside agency that the school are liaising with.

The class teacher is responsible for:

- *Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things*

like targeted work, additional support) and letting the Head teacher and SENDCo know as necessary.
- Writing ISPs (Individual Support Plans), and sharing and reviewing these with parents three times a year. These plans are also available for parents to access and contribute to online using their Edukey login.
- Ensuring that all adults working with your child in school are supported to deliver the planned work/programme for your child so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo is responsible for:

- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is receiving, and involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g.

  - Specialist Teaching Service (STT) currently Sally McNamara
  - BOSS Outreach
  - Working Together Team currently Anthony Bowen.
  - Speech and Language Therapy Service.
  - ECLIPS - Extended Communication and Language Impairment Provision for Students
  - Community Paediatrician.
  - School Nurse Team.
  - Mental Health Services.

- Updating the school's SEND provision map (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

The Head Teacher is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.

- He will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SEND Governor is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

11. How will the school help my child access the curriculum if they have a special educational need and/or 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 Special Educational Needs Coordinator (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.

12. What is an ISP?

If your child receives SEND Support or has an EHC plan, their support will be outlined and tracked using an Individual Support Plan (ISP). The ISP is reviewed three times a year where you and your child will have the opportunity to discuss your child's strengths and difficulties. The ISP will set targets for your child to achieve and will also state the support and resources the school will use to help your child achieve their targets.

Children will always have their targets shared and agreed with them. Children with an EHC plan will also have an Annual Review to discuss how well they are doing, the progress they are making and next steps including targets and the type of support they will receive. SEND Caseworkers will be invited to attend your child's Annual Review.

13. What equipment and resources do the school have to help my child?

Below are some examples of what our school can provide to make sure that each child accesses learning:

Cognition and Learning

- Different approaches to learning, e.g., visual, practical
- Different work expectations, matched to the child's ability
- Different/extra resources, e.g., visual support for children e.g. key words, letter mats, number cards etc
- Special Literacy or Numeracy programmes, e.g., Little Wandle phonics intervention, Power of 2, IDL programme, Precision Teaching, Reading Plus
- Where necessary, assistive technology
- Additional adult support for group work
- Support, advice and materials from the STT.
- Visual timetables and checklists for organisational purposes
- Pre-teaching of strategies and vocabulary
- Access to technology such as iPads and laptops
- Pencil grips and writing aids
- Use of a personalised curriculum
- Strategies to support independent learning
- Chunking of activities

Communication and Interaction (Speech and Language)

- Specific Speech and Language programmes provided by the Speech and Language Therapy Service
- Pre-learning of vocabulary
- Use of First Call
- Use of Makaton - an early sign language tool
- Use of visual/picture resources to support language and communication such as Widget symbols.
- Use of WellComm
- Use of Language for Thinking
- Use of Colourful Semantics

Social, Emotional and Mental Health

- Pastoral Support Plans (PSPs) which outline a pupil's difficulties and the best strategies to use to help them using the BOXALL profile
- Support, advice and materials from BOSS
- Workshops to support anxiety, anger and self-esteem
- Use of the Feelings Artbook
- Mental Health champions who work closely with the SENDCo and Mental Health Support Team (MHST) to support pupils
- Reward strategies
- Qualified Emotional Literacy Support Assistant (ELSA)
- Nurture group interventions

- You can read our Anti-bullying policy, Behaviour policy and Equality policy for issues relating directly to bullying, behaviour and stereotyping which can be found on our school's website.

Physical and Sensory Needs

- Specialist equipment such as seating, writing slopes, pencil grips and calmers
- Sensory circuits and access to the sensory room
- Use of the Sensory Profile Tool
- Breakout tents located around school
- Specialist equipment provided or advised by specialist services such as SEST or the Hearing Impairment Team
- Hygiene Suite
- Disabled toilet
- Fidget aids
- Sensory Support Toolkit in every classroom
- Adapted resources, such as larger font sizes

14. What enhanced adult support is available?

If the SENDCo and Head Teacher feel that they have put lots of extra support in place and it is not helping your child to make progress, we may consider giving your child extra group or individual support. The amount of support that they receive would be different for every child depending on their specific needs and how much progress they have made. Normally a child would have lots of outside agency support before we would decide to provide extra adult support. We would discuss any extra adult support with you at review meetings so that we can ask for advice from the professionals involved.

Pupils accessing a very high level of individual support would normally have this provided via an Education, Health and Care Plan. This means that your child will have been identified by the class teacher/SENDCo as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school. Usually, your child would need specialist support in school from a professional/s outside of the school.

15. What is an EHCP (Education, Health Care Plan)?

If a pupil has significant special educational needs and/or disabilities and the school has exhausted its provision and outside agency support, but the pupil is still not making progress, a request can be made to the Local Authority for an Education, Health and Care Needs Assessment. If awarded, an EHCP is a legal document which identifies the child's needs and the provision that the school

must put in place to support them. The support identified on the plan, is much more significant than that routinely available to the school for other pupils with SEND.

16. How can I get an EHCP for my child and how long does it take?

An Education Health and Care Needs Assessment can be submitted by the school, parents or external agencies supporting the child. Should anyone apply for a needs assessment, the school will always provide a detailed description of your child's needs and the support currently given to them. Not all children will be successful in their requests for an EHC needs assessment if the Local Authority judges that their needs can be met through the school's normal reasonable adjustments.

The process will gather the evidence you need. The Local Authority (LA) will consider the request taking into account the views and recommendations from a panel with representatives from education services, health and, where possible, social care. This multi-disciplinary panel ensures that decisions that the LA make are transparent and consistent. If agreed, the assessment must be completed within 16 weeks from the date the request was made. An EHCP coordinator will be allocated to your child and will collate all the information and advice required to complete the assessment.

If the Local Authority agree that your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress they will write an Education, Health and Care Plan (EHC Plan). If this is not the case, they will ask the school to continue with the SEND Support that is already happening within school.

The whole process of applying for an EHCP can take up to 20 weeks. For the class teacher/SENDCo to gather the evidence necessary for the application, this could take much longer, depending on the needs of the pupil.

17. How will the school make sure that my child can take part in all school activities?

We make the following adaptations and reasonable adjustments to ensure that all pupils' needs are met, through:

- Adapting our curriculum to ensure that all pupils are able to access it, for example; grouping, individual support, practical approaches, lesson content etc.
- Adapting our resources and staffing

• Use of equipment such as; laptops, i-pads, visual aids, social stories, coloured overlays, larger font etc.
• Adapting our teaching, for example; giving longer processing times, pre-teaching of vocabulary, post teaching for understanding etc.

Staff always work hard to plan lessons and activities that all children can take part in, to achieve their potential. Any strategies and professional advice identified on the child's personalised plan, whether medical, behavioural or academic, will be put in place to allow lessons and activities to be accessible.

We always make reasonable adjustments for pupils and their parents/carers, where we can. We work closely with parents/carers and any outside agencies who give us advice about how to best support each pupil, so that they can take part.

In addition to this, the school will ensure that all extra-curricular activities are accessible to all. These will include, but are not limited to, clubs, school trips and residential activities. School staff will work alongside visiting sports coaches to ensure needs are met within any session or activity provided.

18. Is the school accessible if my child has a disability?

Our school is a single-story building. Adjustments have been made to our school to make it completely accessible for all children with a physical disability. Corridors and doorways are wide enough for wheelchair users and where there are steps, ramps are also available. We liaise with Occupational Therapists (OT) to ensure that our pupils have the equipment they need to support their access to education. We have disabled parking and a hygiene suite. More information can be found on our accessibility plan.

19. How will you prevent my child from being treated less favourably than other children, if they have a disability?

Disability is a 'Protected Characteristic' which we must safeguard against discrimination under the Equality Act 2010. We will always work hard to make reasonable adjustments so that children with a special educational need and/or disability can access school life and feel happy and safe.

You can read our Pupil Equality, Equity, Diversity and Inclusion Policy for more information, which can be found on our school's website.

20. What support will be available for my child's emotional health and well-being?

At Kirton Primary School, the emotional well-being of our children is as important as their academic progress. We strive to create an environment where

we are responsive to the ever-changing pressures on our pupils which can affect their emotional development and can damage their self-esteem. Mrs Brine and Ms Houghton (Our Mental Health Champions) work alongside the SENDCo and SLT to support pupils who find themselves in a place or time where they need additional support in an area not linked to academic progress. As a school we can refer your child to Healthy Minds or CAHMS. In addition to this we can signpost you to further services available.

21. What training and expertise do the staff have to support my child?

We know how important it is that our staff are well trained and knowledgeable about how to support pupils with SEND and specific difficulties so that we can offer the best opportunities. Therefore, the majority of our staff are regularly trained in the following areas:

- Autism
- Regulation and De-escalation
- Mental Health awareness
- Sensory processing
- Behaviour
- Epipen training
- Diabetes training
- Asthma training
- Epilepsy training
- First Aid (some staff trained in Paediatric First Aid)
- Positive Handling/Team Teach

The SENDCo has the NPQSENCO qualification.

The SENDCo continuously updates their professional knowledge through various training, including but not limited to Supporting Pupils with SEND, Attachment and Trauma, Understanding Behaviour as Communication, WellComm, Colourful Semantics, Language for Thinking, Autism SPELL framework, ADHD, Profile of Demand Avoidance, Safeguarding specific training, etc.

When and wherever necessary key members of staff will be trained in any area needed to support an individual's SEN or disability.

22. Does the school use any expertise from outside agencies?

The SENDCo would normally decide that the school needs advice from an outside agency because the support already put in place has not helped the pupil to make enough progress. This would be discussed with the parents/carers and a joint decision would be made and parental consent given.

An outside agency is an agency, service or profession used by the school to offer advice about how best to support a pupil's needs. The SENDCo can refer to most of these agencies directly. Most agencies used by the school are to provide expert advice, but the SENDCo can also refer to, or advise you, about services that can support a parent/carer or family. Most referrals will require parental/carer permission, and a referral form will need to be signed. The school cannot access agency support without this permission.

Our school uses the following Outside Agencies:

Cognition and Learning (Learning Needs)

- Specialist Teacher - Assessed within the school setting. The assessment then outlines a pupil's strengths and weaknesses and can identify, for example, Dyslexia
- Speech and Language Therapy Service (SALT) - Pupils can be seen by appointment at the hospital, assessed within the school setting or assessed online

Social, Emotional and Mental Health

- Behaviour Outreach Support Service (BOSS) - Assessed or observed within the school setting to provide advice for social, emotional and behavioural needs
- Mental Health Support Team - Direct work provided to support the pupil's emotional or mental health needs
- Child and Mental Health Service (CAMHS) - Support will normally be provided in the hospital setting
- to support the pupil's emotional or mental health needs
- Working Together Team - Observed within the school setting to provide advice about social, communication or behavioural needs, including Autism
- Healthy Minds -Provides emotional wellbeing support for children and young people up to 19 years old

Medical, Physical and Sensory Needs

- Community Paediatrics (NHS) - They provide medical advice and can diagnose specific difficulties such as ADHD and Autism. Pupils would be seen by appointment at a local hospital
- Ophthalmology – visual processing clinic
- Teacher of the Hearing Impaired - They provide advice to the school about how to support a pupil with a hearing impairment
- Teacher of the Visually Impaired - They provide advice to the school about how to support a pupil with a visual impairment

- Physiotherapist - They provide advice about physical difficulties (gross motor)
- Occupational Therapist - They provide advice about physical difficulties (fine motor)
- Children and Young People's Nursing Team (0-19 Team) – They can provide advice within their clinics often at the local hospital, within the family home or within the school setting

Other Services

- Lincolnshire SEND Team
- Targeted Youth Support Workers
- Family Action
- Home Start
- Young Carers
- Youth Offending Service
- Ethnic Minority and Traveller Education Team (EMTET)

23. How can my family and I get support?

Kirton Primary School are here to support you and your child at every step of your child's education should they have SEN, a disability or not.

The SENDCo will be able to advise you about what support is available both within the school and through outside agencies. In most cases the SENDCo can make a direct referral to the professionals that you need in order to get advice or help.

In some cases where the help is not educational, the SENDCo or a member of the SLT will offer to support you by completing 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 a Family Help Worker. If you need specific support for your child's special educational needs and/or disability, there are other services which can help you:

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

• LIAISE: https://www.lincolnshire.gov.uk/directory-record/65012/liaise-information-advice-and-support-service

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

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

Every Local Authority publishes a 'Local Offer' on their 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: www.lincolnshire.gov.uk/send-local-offer

25. How will the school involve me and my child when making decisions?

Discussion

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.

Meetings

We will formally discuss the progress of your child with you three times a year. However, if there are any concerns in between these points, then we will hold informal discussions with you. This could be with the class teacher or SENDCo.

If an outside agency is supporting your child and providing advice, then we may ask to hold further meetings with you to listen to advice and to plan next steps.

Where possible, before we have any meetings with you or need to complete any paperwork, we will always aim to speak to your child first so we can capture their voice so that their views are heard and taken into account.

If appropriate, we encourage children to attend meetings so that their views can be heard by everyone.

Individual Support Plans (ISPs)

If we have identified that your child has special educational needs (SEN) we will produce an Individual Support Plan (ISPs) for them and share this with you and your child at parent consultations. During this process, you will be asked to share your views on how you think your child is doing, reflect on their progress and discuss any further relevant information you think would help your child. At any point throughout the year, you can login to your child's individual profile and contribute at Log in | Learning Plans & Provision Map Writer | School Robins.

Individual Support Plan will identify the following things:

- Your child's strengths and interests
- Areas that your child finds difficult
- What the school is going to do to help your child e.g., strategies and interventions
- The targets that we would like your child to achieve over the term

The Individual Support Plan will be updated three times a year to make sure that it is still up to date and effective.

26. How will the school review the progress my child is making?



Our school follows a 'Graduated Approach' using a four-part cycle of; assess, plan, do review.

The class teacher will regularly be assessing the pupils' needs and where a child has special educational needs and/or a disability, they will work with the SENDCo.

Teacher assessments will draw on the following:

- The teacher's assessment and knowledge of your child
- Your child's previous progress, attainment and behaviour
- Your child's development in comparison to their peers and national data
- Your views and your child's views
- Where appropriate, any assessments or advice from outside agencies

Most teacher assessments will take place three times a year but could be more frequent. Teacher assessments will also help us to review the effectiveness of the support and interventions identified on your child's ISP and the impact that it is having upon your child's progress.

27. What happens if my child is not making the expected progress despite support from the school and potentially outside agencies?

Please refer to our SEND Journey in the Appendix for a more detailed breakdown of what support is provided should your child not make expected progress towards their ISP targets.

If a child has special educational needs and/or a disability and despite significant support from the school and/or from outside support, the school may consider

whether to submit an Education, Health Care Needs Assessment. If this is accepted by the Lincolnshire County Council SEND Team, they will award an Education Health and Care Plan.

28. How will the school support my child when they transition between schools?

Entry into EYFS/Reception

If your child attends a pre-school/nursery, the SENDCo there will normally inform us that your child will be joining us and that they have special educational needs and/or a disability. The SENDCo at our school will then attend any meetings at the pre-school before they start school, so that we have a clear picture of your child's needs and what support they might need when they join us. Where possible, the SENDCo aims to meet your child in their nursery setting.

If your child does not attend a pre-school/nursery and he/she has special educational needs and/or a disability, then we would gather this information from you during school events such as open mornings/evenings and visits to school. If any support is needed, we will try to have it in place as soon as they start, for example any training or equipment. The SENDCo will also speak with outside agencies involved to make sure that any advice is in place.

If your child has significant needs, they may need some extra visits to our EYFS/Reception class in addition to those already provided.

Joining school at other times, e.g., mid-year

If your child joins our school at any other time in their school life and they have special educational needs and/or a disability, their previous school should send us all their pupil information. We will then initially rely on the information that they send us. It would be useful if you could tell us all about your child and their needs too. The information from the previous school should tell us what support has already been in place. We will use this information as a starting point and try to provide similar support within a short space of time. If outside agencies are involved, the SENDCo will contact them so that they continue to support your child in our school. This will often be through a review meeting to which you will be invited.

Moving from one class to another

When your child moves from one year group to another, the two year groups, (current and new) SLT and the SENDCo will meet to discuss each pupil. The current teacher will pass on any significant information to the new class teacher, so they are kept fully informed. All paperwork and any outside agency reports

are passed on to the new teacher so that they have a full understanding of your child, their needs and what support needs to be in place to help them. The SENDCo will also ensure that new teachers and support staff are informed about your child's needs so that there is a smooth transition between classes and support continues as soon as your child starts in their new class in the new academic year.

Moving to another Primary School

If your child moves to a new school for any reason mid-year, once we have been informed that they are on roll at their new school, we will send on any relevant paperwork, including documents such as Individual Support Plans and outside agency reports. The new school will then have all the relevant information needed to put support in place as soon as your child joins them. It is always helpful for you to also keep the new school staff informed and to make sure that they have received the paperwork from us.

Moving to Secondary School

The SENDCo at our school meets with all the secondary school SENDCos during the final term of Year 6 to inform the new SENDCo of all pupils with special educational needs and/or disabilities joining their school. Details of your child's needs will be passed on to the new SENDCo, along with details of what support has been in place at our school to help them. Our SENDCo passes on information about any outside agencies that have been supporting your child and all SEN paperwork is passed on, including documents such as ISPs and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

For pupils with an EHCP in place, the SENDCo at our school will invite the SENDCo from the new secondary school to attend your child's annual review. This will allow for a collaborative approach between both schools, you and your child when setting targets to support their transition.

In some cases, the SENDCo may arrange for extra transition visits to the secondary school or arrange an individual meeting for the primary school staff, secondary school staff, you and your child to meet if there is very detailed information to share.

29. What are the arrangements if my child has special educational needs and/or disability, and they are also a 'Looked After' child?

If your child is a Looked After child and they also have SEN and/or a disability, we will support them in the same way as a pupil who has SEN and/or a disability who is not Looked After. The only difference will be, that the SENDCo and our Designated Teacher (Our Designated Teacher is Mr Greaves and he is responsible for Looked After pupils) will work closely together to ensure that there is a joined-up approach between any SEN meetings/support and any Social Care meetings/support to ensure that families and pupils are not having to repeat information and attend an excessive number of meetings. This allows for a more holistic, collaborative approach.

30. What policies does the school have which are related to special educational needs and disabilities and where do I find them?

Our school have policies in place which outline how we support pupils with special educational needs and/or disabilities. They can all be found on our school website in the 'Statutory Information' section:

- *SEN Information Report (this document)*
- *Special Educational Needs and Disability (SEND) Policy*
- *Accessibility Plan*
- *Equality Objectives*

31. How do I make a complaint if I am not happy with the support my child is receiving?

Complaints about SEN provision in our school should be made to the class teacher in the first instance, then the SENDCo and finally the Head Teacher.

You could also seek further advice from the Governor with responsibility with SEN, via the Clerk to Governors. Our SEND governor is Mrs Amy Tyte.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:

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

In this instance, you could contact:

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

Lincolnshire Parent Carer Forum www.lincspcf.org.uk

LIAISE – liaise@lincolnshire.gov.uk

32. Jargon Buster

- SEND - Special Educational Needs and Disability
- SEN - Special Educational Needs
- SENDCo - Special Educational Needs and Disability Co-ordinator, the person responsible for leading and managing how the school meets the needs of pupils with SEND
- ISP - Individual Support Plan, the plan that identifies how the school will support a child with special educational needs and/or disabilities
- Outside Agencies - Any professional from an agency or service who provides advice to the school and family
- Transitions - A change or transfer from one school or class to another
- Provision - Any extra help, support or equipment that a child receives
- EYFS – Early Years Foundation Stage
- SEND CoP – Special Education Needs and Disability Code of Practice
- ADHD – Attention Deficit Hyperactivity Disorder
- ASD – Autism Spectrum Disorder
- SALT – Speech and Language Therapy
- ECLIPS – Extended Communication and Language Impairment Team
- NHS – National Health Service
- SLT – Senior Leadership Team, this includes our Headteacher, Deputy Headteacher and Assistant Headteachers
- SEND Caseworker – a named member of the Lincolnshire SEND Team that supports the monitoring and provision management of pupils with an EHCP
- SEST – Sensory Education and Support Team
- BOSS – Behaviour Outreach Support Service
- WTT – Working Together Team
- BOXALL - The Boxall Profile supports the assessment of children's social and emotional skills. It allows teachers to think about what lies behind their student's behaviour, and how to plan accordingly.