LINCOLN ANGLICAN ACADEMY TRUST
DIOCESE OF LINCOLN

SEND Information Report

Weston St Mary CE Primary School

Reviewed by:	Date:	Changes made:
AC	14.09.26	Updated wording within policy
AC	14.05.25	Updated wording within policy
AC	12.12.2023	Updated wording within policy
AC	25-11-2022	Updated wording within policy
P&P	04-10-2021	Updated wording within policy
Strategy & Oversight	18-12-2018	Updated, policy header added

Schools serving their communities through excellence, exploration and encouragement within the love of God

I can do all things through him who strengthens me ~ Philippians 4:13

SEND Information Report

Supporting Children with Special Educational Needs

SEND Information Report

The SEN and Disability Information Report describes what help, support and services are available for children and young people with Special Educational Needs and Disabilities (SEND) and their families in our school. The policy will be reviewed annually by the Governing Body.

Here at Weston St Mary C of E School, the first priority for all of our children is good quality teaching and learning. Our ethos sets high aspirations for achievement as well as providing high quality pastoral support. Therefore, most of our pupil's educational needs can be met within the classroom environment through QFT (Quality First Teaching). Simple adaptations to provision are based on careful analysis of individual and personal needs but also close monitoring of each individual's progress. Some pupils may also require the added support of the additional needs department or support from outside agencies led by Mrs Halden – School SENCO.

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

If you think that your child may have special educational needs, please speak to the class teacher in the first instance. They will be able to monitor your child within the classroom and see what strategies and learning styles are required within the classroom. The class teacher will also know whether additional support or interventions are required to help support any learning gaps.

How will the school respond to my concern?

If there is still a concern the class teacher will complete a pupil concern referral form and share this with the SENCO. A meeting may be required with yourself, SENCO and class teacher to identify and decide the next steps.

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

Following the meeting, the SENCO may need to conduct initial assessments, complete work/book looks and lesson observations to inform the nature and level of support required by the child.

What will the school do to support my child?

During the meeting the level of support required will be discussed. This may be any or all of the following:

- Step 1 – a child may be provided with precision teaching and appropriate scaffolding within the whole class setting.
- Step 2 – a child may be given targeted small group intervention for a set period of time.
- Step 3 – a child will be given targeted 1:1 support in a specific area of need for a set period of time.

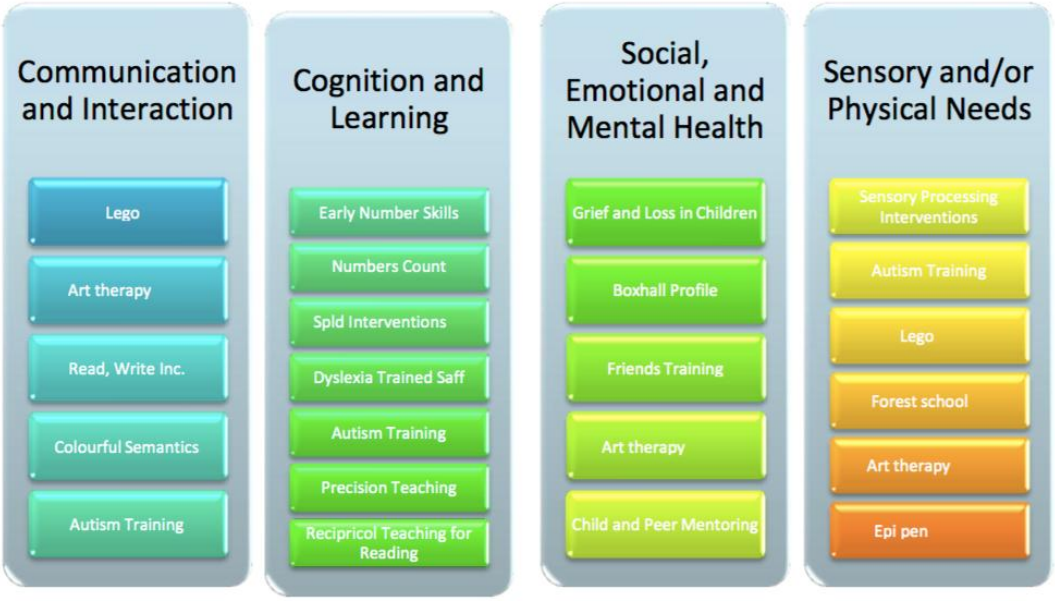
In some cases, additional and more specialist support will be sought through a referral to an outside external agency.

If short term intervention does not address the issues raised and greater needs are identified, the child, will be placed on the Special Educational Needs & Disabilities Register (SEND) and parents will be informed of this decision. All children on the SEND register, who require it, will have a Personal Learning Plan which details the support a child will receive and the targets that have been set for them.

Who will support my child in school?

What training and experience do staff have for the additional support my child needs?

Our SENCO has a vast amount of experience supporting SEN and has the relevant qualification that they need to have to hold a SENCO position. In addition, the school employs staff who also have experience and the expertise to support the four broad areas of need.



Who else may be involved in supporting my child?

I can do all things through him who strengthens me ~ Philippians 4:13

Educational Psychologist Service
Educational Welfare Officer (EWO)
The Specialist Educational Support Service
The Community Paediatrician
Occupational Therapy Service
School Nurse Team
Speech and Language Therapy Service (SALT)

Physiotherapy Service
Information Technology SEN Support Service

Travellers Education Service (EMTET)
Children's Services
Targeted Youth Support Workers
Family Action
Family Support Workers

Healthy Minds / Lincolnshire Here4You
Young Carers
Social Workers
PRT – Pupil reintegration team
BOSS – Behaviour outreach support service
EBSA – Emotionally Base School avoidance team
Sensory Impairment Service
WTT (Working Together Team)
Children and Adolescent Mental Health Service (CAHMS)

Youth Offending Service
Play Therapist

STT (Specialist Teaching Team)

What support will there be for my child's emotional and social wellbeing?
The school delivers a robust PSHE curriculum to all children following the jigsaw scheme. This covers the areas of:

- Being me in my world
- Celebrating difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing me

Children who require more specific support in this area may access one of the following:

Behaviour Plan – Pastoral Support Programme
1:1 pastoral support

ELSA support
Peer Mentoring

Trained medical staff and dedicated first aid facilities

Art therapy
Outside agencies from the list above

The school adheres to the following detailed policies: Anti Bullying, Behaviour, Safeguarding, Attendance and Supporting Pupils at School with Medical Conditions which all can be found on our school website.

How will my child be involved in the process and be able to contribute their views?

Every stage of the SEND process allows for the child's voice to be heard, and their views are recorded. If appropriate, we encourage children to attend meetings so their views can be heard firsthand, by all involved. For some children, who are less able to share their views verbally, we will use alternative strategies e.g. pictures, questionnaires, social scripts or ICT.

How will the curriculum be matched to my child's needs?

Adaptations to provision are based on careful analysis of personal need and close monitoring of each individual's progress. We have outstanding teaching across the school and our teachers are skilled at adjusting the curriculum to match a child's needs and abilities.

What opportunities will there be for me to discuss my child's attainment and achievement and how will I know how well my child is progressing?

Opportunities exist daily to speak with the class teacher, and Senior Leadership Team if appropriate. All children may receive praise, stickers, certificates and comments to celebrate achievements. In addition, formal review meetings take place twice a year as part of parents' evenings plus a formal report is sent home at the end of the academic year. This provides an opportunity for parents to see how a child is progressing against national standards and against the targets set in their personal profile. A verbal report is shared with parents and carers at parent evenings.

Additional meetings may take place throughout the year to review support provided by outside agencies when required.

How does the school know how well my child is doing?

Ensure precise identification of SEN
Track progress of students with SEN across all different subjects
Daily live marking and verbal feedback

Appropriate and relevant scaffolds to enable each learner to access the lesson content
Track and monitor progress throughout the year with formal assessments and reporting at regular intervals
Track progress and attainment against: Early Learning Goals, Age Related Expectations, Reading and Spelling ages, Read, Write Inc. phonic checks, Maths standardised assessments.
Identify patterns of achievement across different SEN groups
Share knowledge through external partnerships
Use effective, evidence based interventions
Use rigorous assessments and identification processes

Evaluate the impact of interventions
Frequent, honest and open communication with parents and pupils

How can I be involved in supporting my child?

Various routine practices are in place to provide parents/carers opportunities to support a child's needs at home or in school. These include regular and planned homework, reading to and with a child at least 4x a week and regular dialogue through a child's home school diary or reading log.

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

As an inclusive primary school, we support all children in accessing activities outside of the classroom, including school trips/residentials. This may involve tailored strategies, for example: use of additional adults, use of specialised equipment, parental support, additional training and additional funding when and where necessary.

How accessible is the school environment?

As an inclusive primary school, we seek to ensure that all learning areas and resources of the school are accessible to all children and adults.

How accessible is the curriculum?

As an inclusive primary school, we will ensure that there is clear communication with parents who find written English difficult to understand. This may be through the use of an interpreter, translated written documents or verbal/face to face discussions. The school will provide specialist resources for children to be able to access the curriculum fully, for example: pencil grips, coloured overlays, iPads, specific software etc.

How will the school prepare and support my child to join the school?

When a child joins the school in Reception the following procedures are in place:

- Staff will visit the child at preschool
- Open days for parents to visit the school alone or with their child
- Three transition visits for the child prior to starting school
- For any child whose needs have already been identified, there will be additional meetings involving all relevant agencies

When a child joins the school at any other point the following procedures are in place:

- Parents and child are encouraged to visit the school during the school day
- Staff will liaise with previous school staff and paperwork will be shared
- Upon arrival the child will have all resources prepared and ready for them

How will the school prepare and support my child to transfer to a new school?

When a child leaves the school to attend another primary school setting, the following procedures are in place:

- Full hand over of child's records and work
- Discussions to ensure a clear understanding of child's needs.

When a child goes to secondary school, the following procedures are in place:

- Formal discussion with the Year 7 head of year/pastoral team and SENCO
- Additional supported visits for children with additional needs
- Transition visits for all children
- Full hand over of all the child's records

How can I access support for myself and my family?

Within school we can provide you with a staff member who is always happy to meet with parents.

This staff member can help provide access to a range of local and national support agencies. In some circumstances we will complete an Early Help Assessment to identify what is going well and what support is needed. Further support can be obtained via www.lincolnshire.gov.uk/SEND-local-offer

If more than one agency is required to support a family a 'team around the family meeting' will support this process (TAF).

If you wish to contact the SEND governor this can be made through the school reception.

If you have any concerns or questions, please contact the school in the first instance.

Furthermore, if you need to make a complaint, please can you follow the correct complaints procedure as stated within our complaints policy.