



Special Educational Needs Information Report 2024-2025

Q. What is SEND?

SEND stands for Special Educational Needs and Disability. A child with special educational needs is understood to have either a learning difficulty or a disability and the child needs special educational provision to be made for them.

This is any educational provision which is additional to or different from that generally made for other children of the same age in a mainstream school.

Special educational needs are grouped under four headings;

- *Cognition and Learning (learning needs)*
- *Communication and Interaction (speech, language and social interaction needs)*
- *Social, Emotional and Mental Health*
- *Medical, Sensory or Physical Needs*

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

Talk to us in confidence: we are here to help.

Your first conversation ideally should be with your child's class teacher, but you can speak to our SENDCo which is Mrs Lisa Sexton.

We welcome conversations with parents if they are concerned about their child.

Q. How will the school respond to my concern?

- *We will listen.*
- *We will look into your concern.*
- *We will arrange a follow up meeting so that we can share information.*

If we need to do some further investigations, then Mrs Sexton will explain the process we use to determine the extent of your child's educational needs and what special support they might need. If necessary, she will contact other professional agencies who do not work at our school but who have experience and expertise that will be of benefit to your child.

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 well 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 depends 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.

In our school we buy into the service of a Specialist Teacher who conducts all our SEND assessments.

She 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. (In some cases, you may have already identified a need yourself and your child may have already been assessed by a suitably qualified professional. We will take into consideration their findings and recommendations.)

Our specialist teacher will advise our SENDCo on the outcomes of the assessment and will recommend a 'menu' of support for your child. Once the support has been agreed, we will share our plan with you and your child. At this stage, we may decide that your child does need educational provision that is significantly different to 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.

Q. What will the school do to support my child?

exciting, pupil-designed curriculum that is made relevant for all types of learners is delivered across the school and there are high expectations and ambitions for all. Activities are adapted so that all pupils can engage in learning alongside their peers. For example, technology may be used to record your child's idea if they are unable to write due to a disability. The support we offer:

For Cognition and Learning (Learning needs)

All pupils	Some pupils	Pupils with Special Educational Needs
<ul style="list-style-type: none"> • Quality teaching • Structured teaching of phonics using Little Wandle Letters and Sounds Revisited with children grouped by stage not age. • Planned activities matched to need • Practical apparatus and visual prompts • Illustrated dictionaries • Use of writing frames • Access to IT (laptops / iPad) • In-class support from teaching assistants and other adults • Focused group work with the class teacher, for example reading. • Visual timetable 	<p>The same as 'All pupils' plus:</p> <ul style="list-style-type: none"> • 'Booster' groups in school time • In-class support from teaching assistants • Individual reading with adult • Specific teaching of core knowledge in English and Mathematics 	<p>The same as 'All pupils' and 'Some pupils' plus:</p> <ul style="list-style-type: none"> • Very small group work for specific targets / needs • Adapted 'keep up' programmes • Additional phonics 'keep up' • Additional individual reading • Paired reading • Memory skills training • Visual tracking skills training • IT programmes eg. Nessy

For Communication and Interaction (Speech, language and social interaction needs)

All pupils	Some pupils	Pupils with Special Educational Needs
<ul style="list-style-type: none"> • Quality teaching • Differentiated curriculum planning, activities, delivery and outcome, such as simplifying language and increased visual aids • Use of symbols • Structured class and school routines 	<p>Same as 'All pupils' plus:</p> <ul style="list-style-type: none"> • In class support from teaching assistants with some focus on supporting speech and language • Additional use of IT 	<p>The same as 'All pupils' and 'Some pupils' plus:</p> <ul style="list-style-type: none"> • Visual reminders • Speech and language support from Speech and Language therapist, followed up in school and home • Input from the Working Together Team

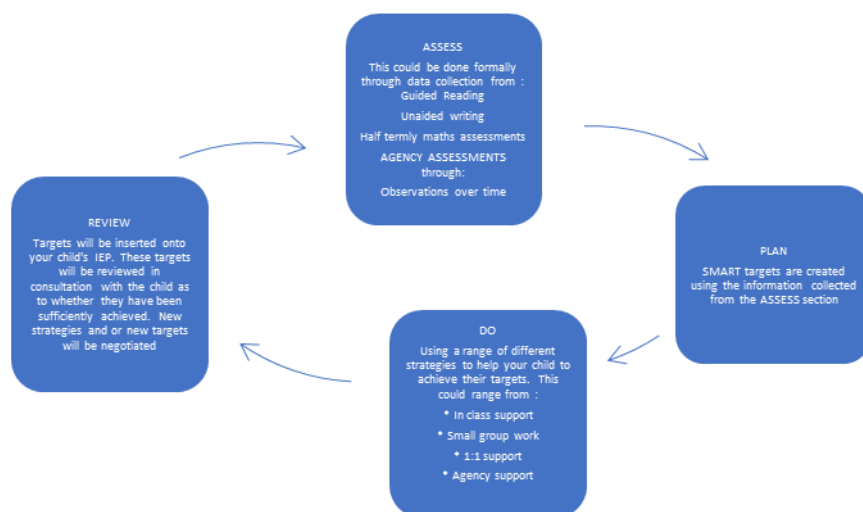
For Social, Emotional and Mental Health

All pupils	Some pupils	Pupils with Special Educational Needs
<ul style="list-style-type: none"> • Whole school behaviour policy • Whole school / class rules • Rewards and sanctions system • Circle time / parachute games • PHSE lesson from 1 Decision • Our 'School Ethos' system 	<p>Same as 'All pupils' plus:</p> <ul style="list-style-type: none"> • Small group circle time • Access to Healthy Minds • Nurture group with structured programme 	<p>The same as 'All pupils' and 'Some pupils' plus:</p> <ul style="list-style-type: none"> • Individual reward system • Support during unstructured time • Individual Nurture programme

For Medical, Sensory or Physical Needs

<i>All pupils</i>	<i>Some pupils</i>	<i>Pupils with Special Educational Needs</i>
<ul style="list-style-type: none"> • Flexible teaching arrangements • Staff aware of physical implications of physical impairment • Medical support • Layout of furniture in classroom and hall to aid safe movement 	<p>Same as 'All pupils' plus:</p> <ul style="list-style-type: none"> • Additional handwriting practice • Access to equipment for example writing slope 	<p>The same as 'All pupils' and 'Some pupils' plus:</p> <ul style="list-style-type: none"> • Specific equipment to support physical impairment • Motor skills programme for small groups • Individual support in class for PE • Physiotherapy programme (outside agency) • Occupational therapy programme • Individual Healthcare plan • Accessibility plan

At Moulton Chapel Primary School we follow the model of:



Q. Who will support my child in school?

What training and experience do staff have? All of our staff are committed to the well-being and educational achievement of the children in our care. Staff undertake training to enhance their skills.

Recent training includes Little Wandle Letters and Sounds Revisited, First Aid, Autism Aware training.

We have regular training updates through the Working Together Team.

Teachers have a wealth of experience which they gained over the years by successfully engaging with families.

Our school also employs a teacher from the Specialist Teaching Team.

Q. Who else might be involved in supporting my child?

Our designated governors (Mrs Lorna Poll & Mrs Sarah Semilore) will monitor your child's progress and provision and gather your child's views by visiting them in school.

Other professionals from education, health and social services, and voluntary organisations may be asked to support our school in providing for your child. These include:

- an Educational Psychologist
- a Speech and Language Therapist
- a member of the Working Together Team
- Sensory Services for children with hearing/visual needs

- Community Paediatrician
- School Nurse Team
- Child and Adult Mental Health Service (CAMHS)/Healthy Minds
- A member of the physiotherapy team • A member of the occupational therapy team
- A member of the Behaviour Outreach Support Service (BOSS)
- A member of the Pupil Reintegration Team
- A member of the Specialist Teaching Team (Lincolnshire County Council)

These professionals may recommend equipment and facilities that the school does not have. We would work closely with these other agencies and the Local Authority to secure the equipment needed and to consider the facilities available in our school.

Q. How will my child be involved in the process of support?

Before a scheduled review meeting with you, we would gather your child's thoughts and feelings by speaking with them. We would also gather your child's views indirectly by speaking with the adults who work with them and know them well. We may consider the views they have given through questionnaires and through discussions with, say, visiting governors.

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

The progress and well-being of all children is routinely monitored and recorded. We formally assess children three times per year as well as administering the national statutory tests.

For children with special educational needs, we also;

Opportunity	Details	Frequency
Target consultation	Teacher and all pupils have a discussion around targets and areas of improvement. These could be included onto your child's IEP after discussion with the SENDCo and STT.	At least once a term (6 weeks) but may be shorter or longer depending on your child's progress.
Pupil Progress meetings	Staff meet and discuss all children's progress with HT and subject leaders. Barriers to learning are discussed with interventions set for the following term	Every term
Assessment or observation feedback (agency led)	You will receive all reports written on your child from external agencies. You have the opportunity to discuss the contents of the report with the school SENDCo or the agency.	Dependent on the need for the agency involvement
Progress cards	School progress cards will be issued to you in term 2 and term 4 allowing you to keep track of your child's progress.	Every big term
Parent consultations	You will have the opportunity to discuss your child's progress during your parent consultation evenings	3x a year October, February, July
General teacher feedback	If your child's class teacher has a specific feedback eg, a success or to discuss any other concerns, this will happen in between the above meetings	Dependent on the needs of your child
Home-school communication	It may be necessary to implement a manageable home school record book	Dependent on the needs of your child

Q. How will I know how well my child is progressing?

We will tell you!

If your child is on the Special Educational Needs and Disabilities Register, they will have an Individual Education Plan. Their progress is reviewed within school six times per year and with you three times per year during parent consultation meetings, where you are able to look at your children's exercise books. This is a formal opportunity for you to express your views although we are happy to talk with you at any time.

Your child's strengths and areas of special need are reviewed along with the provision put in place for them. We will let you know how your child has progressed in meeting the short-term targets we set for them since we last met. After each review the provision may be altered, and a new plan put in place. You are given a copy of what has been agreed.

We will give you an Annual Academic Report to Parents. In the meantime, you can look at your child's homework and spelling test results. If your child has an Education and Health Care Plan, you will be invited to the Annual Review meeting.

Q. What if I am unhappy with the provision made for my child?

Talk to us. Start with your child's class teacher. If you are not satisfied with their response, make an appointment to discuss your concern with the Headteacher. If they are unable to resolve the matter, you may wish to make a formal complaint. This would be done in line with our Complaints Policy which is available on our website.

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. We may, however, following a risk assessment, need to make adjustments to ensure the well-being of everyone. This may require you as the parent or carer to accompany your child in addition to the usual school staff members.

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 is mainly on one level (only steps for access are for the mobile classroom). There are no steps and the doors and corridors within the main building, are wide enough to accommodate a wheelchair or walking support. We have a toilet suitable for children with disabilities. View our Accessibility Plan on our website.

Q. What support will there be for my child's emotional and social well-being?

As a relatively small school we know our children well and build strong relationships with them. Your child is very important to us and remains at the centre of everything we do. We give children regular opportunities to share their feelings. There are regular assemblies, and we mark events such as World Mental Health Day.

- The procedures surrounding the administration of medicines are clearly outlined in the school's policy and any exceptional circumstances in regard to the administration of medicines will be arranged in advance with the Headteacher.
- We have high expectations of pupil behaviour and clear systems in place to support this. We try to avoid excluding children by following the Lincolnshire Ladder of Behavioural Intervention.
- Our attendance rate is good because children want to come to our school. Equally, we work closely with families whose child has low attendance. We promote, encourage and reward good attendance.
- The school has a nurture group that is run to support those children who require additional support with their emotional and mental health.
- We have a democratically elected School Council and Mini Police which aims to represent the views of all children within our school.
- Signposting on our website takes parents and children through to LA Emotional wellbeing and Mental Health guidance.

Q. What are the arrangements for the admission of my child to the school?

Admission to our school is coordinated by Lincolnshire County Council. Contact them on 01522 782030. Children with special educational needs and disabilities are not discriminated against. Our Admissions Policy has more information and is available on our website.

Q. How will the school prepare and support my child when joining your school? How will the school support my child moving to a new school?

Entry into Foundation Stage

If your child attends a pre-school/nursery, the SENDCo there will normally inform us that your child will be joining us and that he/she has special educational needs. The SENDCo at our school will then attend any meetings at the pre-school before they start school, so that we have a clearer picture of your child's needs and what support they might need when they join us. 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 Foundation Stage 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 additional needs, their previous school should send us all their pupil information, which would identify that they have special educational needs. 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 been in place at their previous school. 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, the parent/carer, will be invited.

Moving from one class to another

When your child moves from one class to another, the two teachers (current and new) meet together 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 support plans such as a Health Care Plan or De-escalation Plans, are all passed on to the new teacher. All paperwork and any outside agency support reports are passed on to the new teacher so that they have a full understanding of the pupil, 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 pupils with SEND so that there is a smooth transition between classes and support continues as soon as pupils start in their new classes in the new academic year.

Moving to another Primary School

If your child moves to a new school due to relocation, 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 IEPs 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 make sure that they have received the paperwork from us.

Moving to Secondary School

The SENDCo at our school offers to meet 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 the pupil's needs are 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 involved and

all SEND paperwork is passed on, including documents such as IEPs and outside agency reports. The receiving secondary school will then have all the relevant information from Moulton Chapel Primary School that is needed to put support in place as soon as your child joins them in Year 7.

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

All children are encouraged to complete their homework with you, to read at home and to practise spellings and times tables. We will suggest to you activities that you can do at home to embed learning. This will vary depending on your child's needs and your circumstances.

Q. How can I find more information about other services that can support my child and family?

The Lincolnshire Local Offer aims to provide information about services and provision available for families, children and young people with Special Educational Needs and Disabilities, and to make it easier for all families to find this information by making it available in one place.

It is web-based and can be found here: <https://www.lincolnshire.gov.uk/send-local-offer> .

The Local Offer website gives you the contact details of services and organisations available to you. From the homepage (see above) you can go on to find information about, for example, transport, support groups and health.

You can also contact Special Educational Needs and Disabilities Information, Advice and Support Service (01522 553351).

Liaise is the Special Educational Needs and Disability (SEND) Information Advice and Support Service for Lincolnshire.

It provides information and advice relating to SEN and disabilities to parents, children and young people (0 – 25) which is free, confidential and impartial. There is a confidential Helpline that provides initial help and support by telephone and email.

Liaise can allocate a Liaise Caseworker if further help and support is required. The information, advice and support provided in relation to SEND includes:

- helping you to understand SEND law and legal information;*
- understanding SEND policy and how it works in practice in Lincolnshire;*
- information on SEND support in schools, colleges and in relation to pre-school settings;*
- support with getting the views of children, young people or parents' views heard by schools, health providers, the Local Authority (this could include attending meetings or help writing letters or filling in forms);*
- EHC needs assessments and education, health and care plans;*
- personal budgets;*
- SEND tribunals, mediation and disagreement resolution;*
- school admissions and exclusions;*
- support with raising complaints about health, education and care relating to SEND; and*
- giving information about other organisations who could help including local Healthwatch, local and national charities, and parent support groups.*

To contact Liaise, please call 0800 195 1635 or email liaise@lincolnshire.gov.uk