ST WULFRAM'S
NATIONAL C OF E
PRIMARY SCHOOL

St Wulfram's National Church of England Primary School

SEND Information Report
2025/2026

Policy Coordinator: L Done - SENCO
Policy Date: July 2025
Presented to Local Council: July 2025
Date to be Reviewed: July 2026
Cycle Review: Annual

1. What should I do if I think my child has special educational needs and or a disability (SEND)?

- Initially concerns should be discussed with your child's Class Teacher. Our experienced team will listen to your concerns and work with you to create a plan for your child (see below).
- If you have further concerns, or would like to discuss any points further then contact Mrs L Done (SENCO).

2. How will the school respond to my concern?

Phase One:

- We will listen to your concerns and discuss with you our observations.
- The class teacher together with the child and their parents/carer will decide on a plan or action.
- A further meeting may then be arranged within a few weeks to discuss outcomes.

Phase Two

- If concerns still remain, Mrs Done, our SENCO will be informed and if appropriate and agreed with you, your child may be placed on the Special Needs register.
- Parents/carers will be sent a letter which will formally place their child on the school SEND register. An acknowledgement slip will require a signature from a parent/carer before the child is placed on our register.
- A plan (pupil passport) will be put together with specific targets that will be shared with the child, parents and supporting adults.

Phase Three

- The plan (pupil passport) will be reviewed termly, or more frequently if required.
- The school may actively seek further support from outside agencies, in order to ensure they are well supported to meet the needs of your child. Parents/carers will be informed at each stage if further advice is being sort.

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

Decisions would be made based on both formal and informal methods including:

- Adult observations over a period of time (by the class teacher, teaching assistants and SENCO)
- Monitoring progress, attainment and attendance data (collected and analysed every term)
- Pupil discussions – do they find something challenging? (this could be academic; communication; social, emotional or behavioural, physical)
- School based assessment e.g. informal dyslexia screening, speech and language screening, sensory environment audit.
- Parent discussions (as detailed in the section above)

4. What will school do to support my child?

Once placed on the school's SEND register, your child will be supported through 'The Graduated Approach'—a cyclical process of assess, plan, do, and review carried out throughout the academic year. Typically, three cycles are completed each year.

At each stage, new targets will be set either by the school or by external agencies. Where specialists such as advisory teachers or educational psychologists are involved, class teachers will use their guidance to ensure targets are tailored to each child's specific needs.

Targeted interventions and appropriate scaffolding will then be put in place, and their impact reviewed regularly. The type of support provided will be personalised to the child and documented within their individual pupil passport.

Assess, Plan, Do, Review - this is called the '***graduated approach'***

ASSESS

This could be through formal data collection from:

- Observations
- Teacher assessments
- Informal school assessment e.g. Little Wandles phonics assessment, dyslexia screening.
- Discussion with the teaching team

Outside Agency assessments

This could be informal through:

- Observations over time
- Agency observations
- Parental concerns and observations

PLAN

Teachers, with the support of the SENCO and advice from outside agencies, will plan interventions to support your child's needs.

Our first intervention will always be 'Quality First Teaching' in class. Teachers will plan how lessons need adapting to meet the needs of individuals/groups of pupils with similar needs.

DO

Using a range of different strategies to help your child to achieve their targets.

This intervention could include:

- In class support – adults to support with following instructions, completing tasks, first quality teaching, additional scaffolding resources.
- Small group – may be inside or outside of the class, working on specific targets
- 1:1 support– may be in class or outside, may be used for more individualised targets, reading, spelling, etc.
- Outside Agency support – usually done on 1:1 basis with a specialist in the field

REVIEW

Targets will be usually be reviewed at least 3 times a year with pupils. And Parents/Carers will be invited in for reviews, but please feel free to contact your child's class teacher at any time.

The reviews will evaluate:

- Progress against the targets
- Decide which strategies were successful and not successful
- Next steps – i.e.:- is further support still required? If so, do we need to increase intervention? Do we need to involve outside agency support? What are our next targets?

Most interventions for children identified as having SEND will be managed and monitored by the SENCO through individual (detailed on pupil passports) and individual Provision Mapping. These may include:

- Specific Intervention groups for learning, personal, social and emotional development and physical development (including fine and gross motor skills).
- Small group/individual support on individual targets, e.g. 1:1 daily phonics catch up, ELSA support, sensory circuits, daily reading, paired reading, pre and post teaching of topics and vocabulary.

5. Who will support my child in school?

Your Child will be supported by a varying number of people within school, these include.

- Your Child's Class Teacher
- Teaching Assistants
- Pastoral support
- SENCO
- Outside Agency Support e.g. Behaviour Outreach Support Service (BOSS), Educational Psychologist, Specialist Teaching Team (STT), Speech and Language (SALT), Autism Outreach Team (WTT) and Physiotherapy.

6. What training and experience do staff have for the additional support of my child's needs?

Within school staff have training for:

- Safeguarding & Child Protection
- Team Teach (behaviour management)
- Level 5 Dyslexia specialist (via British Dyslexia Association)
- Autism awareness (via Working Together Team)
- Dyslexia awareness
- Social Pedagogy
- ELSA Support
- Restorative Practice (via Lincolnshire BOSS)
- Sensory processing (via Working Together Team)
- Unconditional positive regard

We also have staff who have attended courses on Paediatric first aid, Attachment training, and Little Wandles Phonics training, Unconditional Positive Regard training.
Our staff also have a wealth of experience in supporting children with autism, ADHD, attachment issues, Speech and Language issues, Dyslexia and Dyspraxia.

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

We have strong links with a range of external agencies to support your child if needed, these include:

- Educational Psychologist
- Specialist Teaching Service (STT)
- BOSS –Behaviour Outreach Specialist Support
- Working together Team (WTT)– Social Communication including Autism specialist Teacher
- Speech and Language Therapy Service
- Occupational Therapy
- Physiotherapist
- Sensory Impaired service

If appropriate, we can make referrals to:

- Community Paediatricians
- Family support through the Early Help Assessment & TAC
- Child and Adolescent Mental Health Service (CAMHS)

- School Nursing Team

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

We pride ourselves on our strong pastoral and social support offer:

- The school aims to create a 'Listening Ear' ethos to ensure that the child's voice is heard.
- Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs.
- Our supportive staff can provide guided support for those children whose emotional needs may create a barrier to their learning. There is a special page on our website with more information.
- All child protection concerns will be recorded and reported to the designated safeguarding officers (Mrs Mulley, Mrs Walker and Mrs Done).
- Families can also be offered support via the Early Help Process.

Medical Needs:

- If your child has specific medical needs then please contact either your child's class teacher or the SENCO so appropriate plans can be put into action
- If needed, an '**Individual health care plan'** can be written to inform all staff of the specifics of the condition and what should be done to support the needs of the child.
- If your child requires ongoing medication, within school, please contact the school office.

Support for behaviour (including attendance and exclusion):

- We have a clear behaviour policy, which is adhered to by all staff and also follow the guidelines in the Lincolnshire Ladder of Support.
- School staff will keep a behaviour log, using our online platform 'CPOMS', to monitor the behavior and try to identify triggers.
- Should concerns arise, discussions with the Child, their Parents/Carers and Class Teacher will determine the type of support that may be offered.
- If specific or repeated behavioral difficulties continue a behaviour plan may be written, or a PSP (Pastoral Support Programme) may be initiated. This will be led by the SENCO following the Lincolnshire Ladder of Support.
- If behaviour issues continue, despite focused intervention, advice may be sought from outside agencies (Lincolnshire BOSS) and a multi-agency PSP review held.
- If concerns arise regarding your child's attendance at school, you may be contacted by our Education Welfare Officer (EWO) (Dee Goodwwin), and an attendance support meeting may be held. Please see our Attendance Policy and our Attendance page on our website for more details.

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

Your Child's views are extremely important and will be sought throughout the process.

Review Meetings i.e. Pupil Passport reviews, multiagency meetings, Annual reviews (for pupils with an EHCP).	Your child will be asked for their thoughts regarding their progress towards their targets, what strategies have worked well, what they think they may need support with next
Continuity of staff	As much as possibility, your child will be supported by the same adults so they can develop an effective relationship

On going recording of views	Your Child's views will be recorded throughout the interventions to judge their engagement and progress. This will inform future planning.

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

If your child has a SEND then they will require support that is 'additional to and different from' their peers. This does not mean that they need to be taught outside of the classroom, it simply means that teachers need to ensure they use a range of different personalised strategies to support the child's learning. These may include:

- Using concrete apparatus, particularly in mathematics lessons.
- Using visual aids and scaffolds including task boards to break larger tasks into smaller steps.
- Using pre -learning of tasks / topics and post-learning to consolidate
- Using talking partners (peer learning)
- Using fluid groupings of children for different lessons / tasks
- Assistive technology – where appropriate for the child's age and needs.

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

Your child's class teacher is the most appropriate person to contact. They will always make themselves available to discuss any specific issues at an appropriate time. Please contact them, if necessary, to arrange a mutually convenient time. Other opportunities for feedback include:

- Review meetings (at least three per year)
- Assessment or observation feedback
- Parent consultations (twice per year)
- General teacher feedback
- Home-school communication including the use of Class Dojo.

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

We carefully track all of our children's progress every term through the use of data and through observations. If your child is not meeting their age-related expectations, we may use a range of assessment tools to help us pinpoint how best to support them, including:

- Teacher assessments linked to age related expectations for each year group.
- EYFS Baseline (completed in the first six weeks of Reception year) and 'Early Learning Goals' – for children working within the Foundation Stage
- Standardised assessments (EYFS Baseline, Early Learning Goals, Y1 Phonics Screen, Y4 multiplication check, KS2 SATs)
- PIRA and PUMA assessments for children in KS1 & KS2 for reading and maths.
- Assessment for learning – within the classroom, for example, using self-assessment against targets.
- Individual targets – through a personalised plan.

These help to identify the areas to target and support with advice on how to move your child forward.

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

We aim for an 'inclusive by design' approach. Every child in our school is entitled to participate in all the activities we plan for the children. We make it a priority to ensure we have carefully considered how every single child can participate before we proceed with an activity/enrichment day. Our risk assessments help ensure that any barriers to participation have been accounted for.

All children have an equal right to attend our extra-curricular clubs and thrive in doing so!

14. How accessible is the school environment?

To support your child in access the school facilities we have:

- Our school does have an upper floor but on ground level we do have classrooms and toilet facilities
- An accessible toilet suite
- If children have English as an additional language (EAL), support with communication can be accessed. Please note that pupils with EAL are not considered SEND unless there are additional underlying needs.
- Throughout the school we use calming colours to reduce over stimulation for pupils with sensory integration needs.
- Each classroom has a regulation space, we also have a pastoral base.

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

We have strong links with our feeder nurseries and preschools, and to ensure a smooth transition we will:

- Visit nurseries to meet the children and attend review meetings
- Meet with parents/carers and their child
- Receive and use relevant paperwork from the nursery
- Arrange visits to school before the children start school
- Arrange Parents meetings with the EYFS class teachers before the children start school
- Speak with any agencies already involved with the child, e.g. Speech and Language Therapists to discuss their targets

Transitions between year groups also involves:

- Sharing of information between class teachers (including paperwork, successful strategies)
- Transition Days, where your child will meet their new teacher
- Extra visits and a social story about the new class will be arranged if needed.

Transitions to secondary school involves:

- Transition days, with additional days arranged if needed
- Dedicated SEND transition meeting with the receiving school's SENDCO
- Handover of pupil passports, behaviour plans, and risk assessments

16. How will I be involved in supporting my child?

In supporting your child, we aim to work in partnership with Parents and Carers. Your view will regularly be sought during pupil passport review meetings and you will be given suggestions as to how you can help your child at home to support then with their work in school.

We often give parents:

- Games for developing memory, spellings and maths
- Useful websites and apps
- Strategies for reading, e.g. reading to your child, with your child, before they read to you
- Specific agency advice – could be games, organisational strategies (e.g. visual timetables), behaviour management strategies
- Letters to support referrals to Paediatricians or other outside agencies.

Parents are always encouraged to support within school through:

- Joining one of our Family Learning courses with your child.
- Donating spare time, e.g. to listen to readers (DBS and safeguarding training required)
- Sharing your own talents, e.g. art, sports, career advice
- Sharing your knowledge of your child, e.g. through review meetings, parent consultations
- Joining us to celebrate success, e.g. Celebration Assemblies

18. Who do I contact if I am concerned that my child is not being supported or I have a complaint?
The first point of contact should be your child's class teacher, however if your concerns still remain you should contact the Headteacher or SENCO. Class teachers and the SENCO can be contacted directly via the 'Class Dojo' system or by making an appointment via the school office.

We seek to promote an active partnership with parents/carers and to involve them fully at every stage. Most concerns and complaints can be resolved swiftly and satisfactorily. Complaints regarding a school's provision are resolved through our complaints process. Our complaints process is detailed in a document entitled 'Complaints Policy', this breaks down into each of the stages; Informal and Formal. This document can be found on our website, please see link below.

Raising a Concern – St Wulfram's National Church of England Primary School

In line with the SEND Code Of Practice, 2015 (4.7 & 4.30), if the complaint is regarding the Local Authorities local offer, their process needs to be followed, which is different to our own. This can be found under the LA local offer complaints procedure, details of which can be found on the LA website.

19. How can I access support for myself and my family?

Useful organisations include:

Organisation	**Telephone**	**Website / Email**
Lincolnshire County Council Support and Aspirations	01522 782030	http://www.lincolnshire.gov.uk/parents/support-and-aspiration

Lincolnshire Children's Services. Lincolnshire County Council.	01522 554673	
Liaise- send information advise and support in Lincolnshire	0808 194 1635	**Liaise@lincolnshire**.gov.uk.
Family Lives	0808 800 2222	http://www.familylives.org.uk/
Lincolnshire Parent Carer Forum	0845 3311 310	http://www.lincspcf.org.uk
PAACT (Autism Support)		paactsupport@hotmail.co.uk
Lincolnshire ADHD Support Group	01522 539939	lincoln.adhd@btconnect.com
EMC Services Equality for minority communities	01427 787190	emc_lincs@lincolnshire.gov.uk
Family Action	01522 69010	lincoln@family-action.org.uk
Lincolnshire Centre for Grief and Loss	01522 546168	
Swingbridge Children's Centre	01476 590034	swingbridgecc@lincolnshire.gov.uk
Belton Lane Children's Centre	01522 550901	beltonlanecc@lincolnshire.gov.uk

The Lincolnshire County Council Local Offer can be found at:

http://www.lincolnshire.gov.uk/parents/support-and-aspiration

This contains information regarding the SEN provision across the country.

20. Who can I contact for further information?

If you require any further help or support, please contact:

- Your child's class teacher as a first point of contact.
- SENCO (Mrs L Done) via the school office.
- Lincolnshire Parent Carer Forum www.lincspcf.org.uk