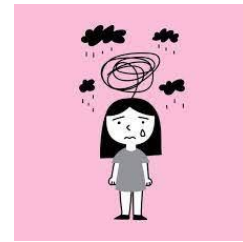
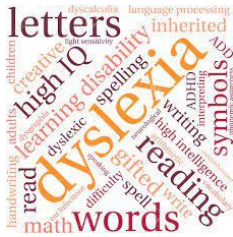


SEN Information Report – September 2025

- **What kind of Special Educational Needs does the school make provision for?**

The school is able to make provision for a wide range of special educational needs including dyslexia, learning difficulties, autism, social, emotional, behavioural and mental health difficulties, physical and sensory difficulties, speech, language, communication and interaction difficulties.



- **How does the school identify and assess children's Special Educational Needs?**

All members of the teaching staff play a part in the initial identification of pupils with possible Special Educational Needs. This identification of need will be based on the class teacher's, Teaching Assistant's and Senco's observations; assessment of the pupil's play, activities, work and progress through all areas of the curriculum; and also, valuable information from families and any outside agencies. There are a number of specialist trained staff on the teaching team who can also lend their expertise in identifying children's needs. Teachers can access a cause for concern link to report concerns directly to the school SENDCO. Parents are consulted by the school where concerns arise and any concerns raised by carers about their child's progress will also be investigated. Parents are kept informed at all times. Staff will continue to find out about and understand the needs of any children, new to the school - with previously identified SEN.

**Speech and Language
Therapy**

**Outside agencies
supporting our
school.**

**Vision and Hearing
Service**

**Paediatric Physiotherapy and
Occupational Therapy**

**Primary Behaviour Support
Team and the Autism Team**

WITH ME IN MIND

- **How will my child's progress be monitored?**

There is a whole school approach to monitoring each child's progress and development, bringing together the knowledge, experience and expertise of families, class teachers, teaching assistants, special educational needs coordinator, senior leaders, the head teacher and often the child themselves.

"This is the best school for my daughter. They understand and adapt to all of her needs. They have done their all to help my daughter thrive in an education setting and overcome so many of her challenges. She has progressed so much because of this school and the amazing people who work here."

(Parent Voice – SEN - Feb. 2023)

- **How does the school know how effective its provision is, for children with Special Educational Needs?**

The class teachers, SENCO, Senior Leaders and the Head Teacher monitor pupil progress and consider the effectiveness of the provision provided. The school uses pupil attainment and progress in reading, writing, maths and other subjects to monitor the effectiveness of additional support and intervention on a regular basis. The school also considers how other areas such as attendance, attitude, self-esteem, social skills, behaviour, wellbeing and confidence are improving as a result of targeted support. Outside agencies also support the school to know how effectively we are providing for children.

- **How will I know how my child is doing and how will you help me to support my child's learning? How can parents of children with special educational needs and the children themselves be involved in their education?**

The school offers a welcoming environment with an 'open door' policy. There are opportunities and support for parents and carers to help their children learn. There are regular parent's meetings and special educational needs review meetings in which carers and children's views are valued. The school provides end of year reports to enable families to be informed about their child's progress. Outside agencies also provide written reports and other information for parents. Sen cafes are held on a regular basis offering advise and support for all parents around SEND needs.



- **How will the staff support my child and how will the curriculum be adapted and matched to my child's needs?**

We have an inclusive curriculum that is adapted by teachers to allow all children to join in, co-operate and learn along-side each other. Teaching and learning are carefully matched to challenge and develop independence. Teaching is adapted or adjusted in light of children's needs. Teachers use Widget software to support sentence structure and vocabulary across the curriculum. Visuals are also used across school to communicate rules and routines. Support staff, individual programmes, resources and specialist equipment are made available. The school involves families and pupils in planning and reviewing additional support.



- **How are decisions made about the support my child receives and how are the school's resources allocated and matched to children's Special Educational Needs?**

Careful decision making and planning takes place by key staff to provide support, according to the needs of pupils. Plans are regularly reviewed around the allocation of Teaching Assistants, resources, outside agencies, programmes of support and staff training. The family's and children's views are welcomed. Staff work to provide the resources and key support identified for children with an Education, Health and Care Plan. The governing body also plays an important role in monitoring the effectiveness and impact of provision.

"The school has always supported my child/children. Even before he had a diagnosis they were putting support in place. Now that he is in Year 6, I know that school will fully support him with transition.

School has always worked closely with me as a parent. We all work together putting strategies in place both at home and school. We use the same language, so it is consistent throughout.

Life would have been so much harder if I didn't have the school by my side."

(Parent Voice – SEN - Feb. 2023)

- **What support is there for children's overall well-being?**

The school has a qualified Senior Mental Health Lead (SMHL) and a mental health policy and provision map. School staff are skilled in nurturing the wellbeing of children. This may include support around friendships, developing confidence and self-esteem and keeping safe and healthy. There are specially trained staff and additional provision available for children with social, emotional, behavioural and mental health difficulties. The school engages with an NHS service called **With Me in Mind** to provide mental health assemblies, classroom workshops, staff training and supervision. Teachers can make referrals to this service through the SMHL. The school has a rolling programme of mental health gravity groups for children who need intervention and support with mental health. The school also has a team of pupil mental health ambassadors who support positive mental health habits and well-being around school. In addition to this, the school has a 'Wrap Around Family Team' which offers extra support for children and families, when needed. Staff are involved in training to implement the 'Thrive Program' across school.



- **How will my child be included in extra-curricular activities including school visits?**

The school offers a wide range of extra-curricular activities, educational visits and experiences, accessible to all pupils. Extra support is provided and adjustments are made for individual pupils when required. School works with families to help all children, to access exciting experiences including residential visits.

- **What training is provided for staff supporting children with SEN?**

The school has staff with training in Speech and Language Therapy, Social, Emotional, Behavioural and Mental Health difficulties, Autism and Dyslexia. Further training has also included Precision Teaching, ADHD behaviour strategies, identifying and supporting a range of Specific Learning Difficulties, Occupational Therapy, Physiotherapy, Bereavement, Anxiety Hub Training, Developmental Trauma and Premature Baby Awareness.

"I know if I needed support at home the school would be there to help. Incredible school and amazing teachers. I couldn't be any more happy and grateful. The support and listening, understanding ears are second to none! Thank you."

(Parent Voice – SEN – Feb. 2023)

- **How accessible is the school environment?**

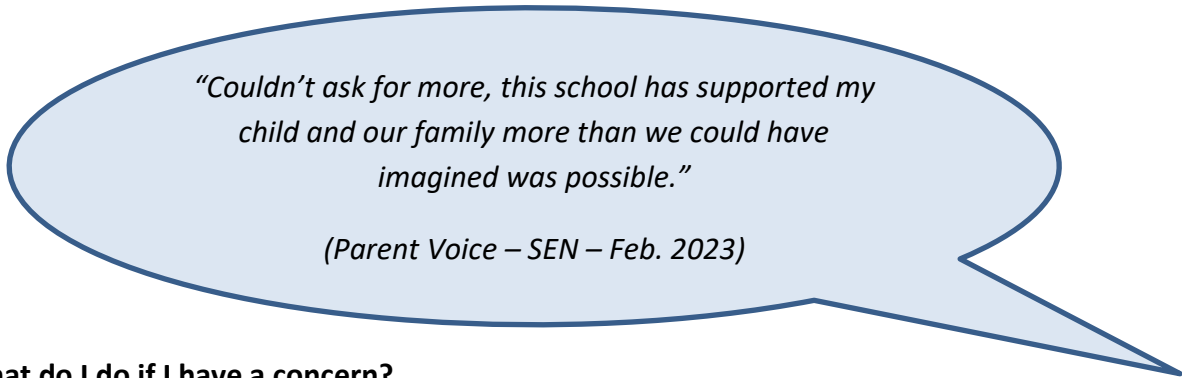
The school has disabled access, toilet facilities and other adaptations to support the physical, sensory and communication needs of children and their families. We provide for the needs of pupils with visual and hearing impairments, working in partnership with relevant, outside agencies.

- **How do you prepare children for joining your school, changing classes and transferring to another school?**

All children enjoy special 'moving up days' to have a taste of what it is going to be like in their new class. Extra and individual support for transition, is planned to enable every child to start school, Nursery or the 2 Year Old's setting, move to their next class or new school, feeling prepared and happy.

- **What specialist services, expertise and resources are available at or accessed by the school?**

The school offers close liaison with many other agencies to provide advice to teachers and carers and also programmes of support. (Inc. Speech and Language Therapy, Physiotherapy, Occupational Therapy, Hearing Support, Vision Support, Educational Psychology, Behaviour support, Autism Service, Portage, Primary Behaviour Support, CAMHS, and St. Luke's Special School).



"Couldn't ask for more, this school has supported my child and our family more than we could have imagined was possible."

(Parent Voice – SEN – Feb. 2023)

- **What do I do if I have a concern?**

If you have any concerns about your child's development or you suspect any special educational needs, please talk **first**, with your child's class teacher. You may also wish to contact the SENCO or the Head Teacher. If you have any questions about special educational provision for your child, talk with your child's class teacher. You will be listened to and your concerns considered and, so far as is possible, dealt with through informal discussion. If the concerns remain, the Special Educational Needs Co-ordinator or Head Teacher will help to resolve the problem. If a parent/guardian has a complaint, the Head Teacher will become involved if it cannot be resolved by the class teacher and the Senco. If the matter is still not resolved, then the normal procedure for dealing with complaints will be followed by the Governing Body.

Independent advice is offered by the 'Special Educational Needs and Disability Independent Advice Service' – SENDIAS (Tel. 01724277665)

Worried?

Talk to the class
teacher.

Who else could help?

Sendco, Head Teacher

- **Who can I contact for further information?**

Special Educational Needs Co-ordinator – Laura Fox (Tel. 01724 782 344)

Special Educational Needs Governor – Mrs T. Murphy

The School's **Special Educational Needs Policy** can be found on the school website.

North Lincolnshire's Local Offer for SEN can be accessed from the Local Authority Website.

This SEN Report is reviewed annually with input from staff, families and Governors.

Thank you to the group of parents and our Special Educational Needs Governor for their willingness to help review and co-produce this document, in 2025

Next review due: September 2026