

SCAMBLESBY CE PRIMARY SCHOOL

SEND INFORMATION REPORT 2026

OUR AIM

At Scamblesby C.E. Primary School we aim to encourage all children to have an equal opportunity to contribute fully to the life and work of the school. We believe that learning should take place in a climate of warmth and support, in which each individual can develop and grow in self-confidence and self-esteem. We believe that with the right training, strategies and support virtually all children with Special Educational Needs can be successfully included in mainstream education and will all make progress academically, personally, socially and spiritually. The teaching and learning achievements, attitudes and well-being of every pupil matter and should be valued in relation to their own potential, not the achievement of others.

This is our offer of support for children with Special Educational Needs and Disabilities (SEND) and their families.

WHAT SHOULD I DO IF I THINK MY CHILD HAS A SPECIAL EDUCATIONAL NEED?

- Speak to your child's class teacher with any concerns;
- The class teacher will pass on concerns to the Special Educational Needs and Disability co-ordinator (SENDCO);
- Targets will be set by the class teacher, with support from the SENDCO, and shared with you; These will be implemented as soon as possible and may include support from external agencies.

HOW WILL SCHOOL RESPOND TO MY CONCERNS?

- A meeting will be arranged between you and the class teacher
- The class teacher will discuss concerns with the SENDCO;
- A meeting could be arranged with you and the SENDCO;
- Depending on the need of your child, external agencies may be contacted to carry out observations and assessments;
- Targets will be put together with you and the child;
- Targets will be reviewed 3 times a year.

HOW WILL SCHOOL DECIDE IF MY CHILD NEEDS EXTRA SUPPORT?

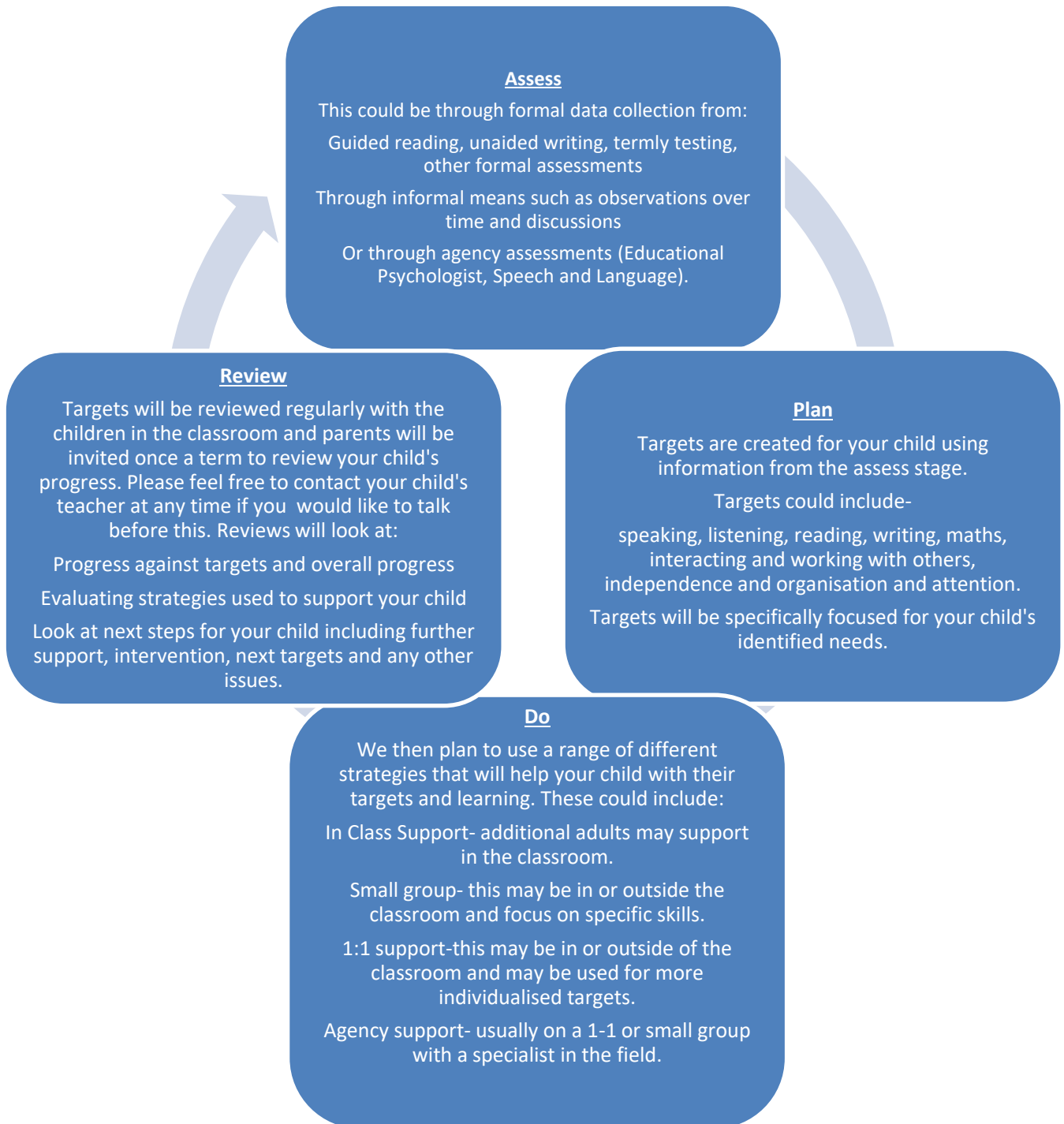
In school, children are identified with SEND through:

- Liaison with pre-school or previous school;
- Concerns raised by parents;
- Observations over a period of time by a member of staff;
- Formal and informal school assessments;
- Identification by external agencies

- Discussions with child.
- For more information on our identification of SEND, see the SEND Policy

WHAT WILL SCHOOL DO TO SUPPORT MY CHILD?

This is the process we use with all children identified with SEND



WHO WILL SUPPORT MY CHILD IN SCHOOL?

Class Teachers	All children are entitled to Quality First Teaching and teachers will differentiate the learning for the needs of all children. For children receiving SEND support, class teachers will set targets based on your child's specific needs, this may be through Provision Map, IEPs or EHCPs. They are responsible for ensuring intervention and appropriate support is in place for your child.
Teaching Assistants/Lunchtime Supervisors	Directed and planned by the Teacher, they will provide support in class (1:1 or small group). They will also carry out additional interventions for specific needs.
SENDCO	Will support teachers with effective target setting. Monitor provision and support across the school and assess the effectiveness of intervention groups and 1:1 support. Lead review meetings of your child's progress. Complete referrals to specific agencies.
SEND Governor	Oversees the provision of SEND in school and monitors the policy.

WHAT TRAINING AND EXPERIENCE DO THE STAFF HAVE FOR THE ADDITIONAL SUPPORT OF MY CHILD'S NEEDS?

- SENDCO – The National Award for Special Educational Needs Coordination. SENDCO keep up to date with current Lincolnshire SEND Briefings.
- Specific training for individual children
 - ELSA training
- Recent training for all staff:
 - Executive Functioning Training – delivered by the Working Together Team
 - The Role of Teaching Assistants Working with Pupils with SEND.
 - Promoting Effective Group Working.
 - Scaffolding and Questioning.
 - High Quality Teaching.
 - Promoting Independence.

HOW ARE RESOURCES ALLOCATED AND MATCHED TO THE CHILDREN'S SEND NEEDS?

All children with additional needs are supported using funds available in the school budget.

Teaching assistants (TAs) are funded from the SEND budget to support children in groups or specific individual needs. The children with the more complex needs are given more support, particularly in terms of TA support.

WHO ELSE COULD BE INVOLVED IN SUPPORTING MY CHILD?

Agency	Support available
Educational Psychologist	Specialist support 1:1 support Observations Assessment Target setting Support with referrals Staff support
Speech and Language Therapist (SALT)	Observations Delivery of speech programmes Staff support Target setting
Specialist Teaching Team (STT) – part of SENDS	Assessment Target setting Staff support
Working Together Team (WTT)	Specialist support for social and communication, including autism Behaviour support Observations Staff support Target setting
Behaviour Outreach Support Service (BOSS)	Specialist support Observations Delivering specific training/support Staff support Target setting Risk assessment
Sensory Education Support Team (SEST)	Specialist support Target setting
Healthy Minds	Specialist support Delivery of 1:1 support Delivery of small group support
Occupational Therapy	Specialist support Delivery of 1:1 support Target setting
Physiotherapy	Specialist support Delivery of 1:1 support
School Nursing Team	Specialist support Staff support
Social Care	Specialist coordinated support for child and family Target setting
Team Around the Family (TAF)	Specialist coordinated support for child and family Staff support Target setting
Emotional-Based School Avoidance (EBSA)	Specialist coordinated support for child and family Staff support Target setting
Adolescent Mental Health Services (CAMHs)	Specialist support Delivery of 1:1 support

	Behaviour support Observations Staff support
Ethnic Minority and Traveller Education Team (EMTET)	Specialist support Observations Staff support
Virtual School – supports education of children in care	ePEP (personal education plan) support Staff support
Ask SALL – SEND advice for Lincolnshire	Support for SENCos

We can also make referrals to:

- GPs and paediatricians
- Healthy Minds
- Occupational Therapy and Physiotherapy
- Child and Adolescent Mental Health Service (CAMHs)

WHAT SUPPORT WILL BE AVAILABLE FOR MY CHILD’S SOCIAL AND EMOTIONAL WELL-BEING?

Pastoral and social support

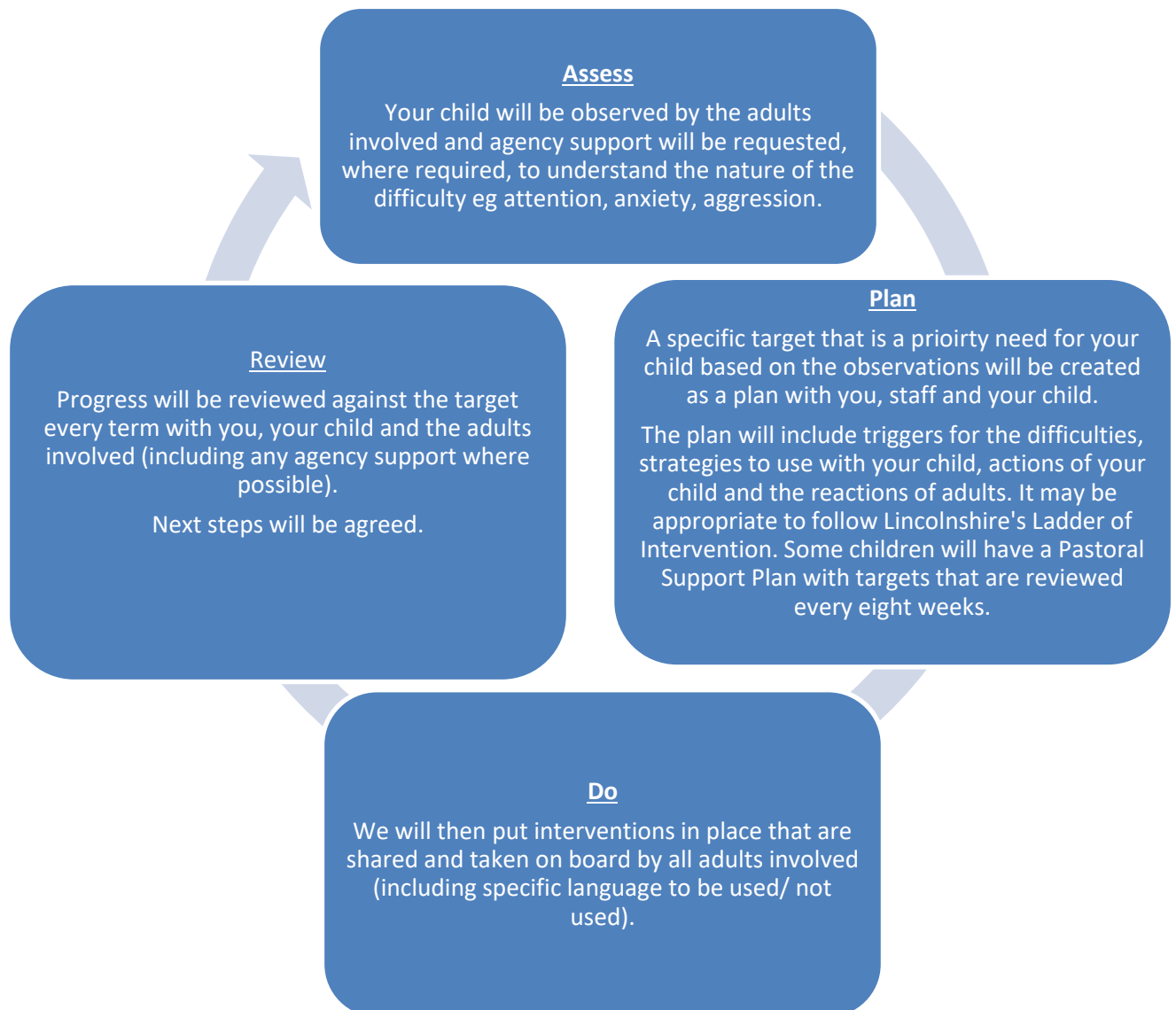
- Teachers and teaching assistants build strong relationships with all children to help support emotional needs;
- All incidents are dealt with and recorded in on an online system; this includes a log of behaviour. The appropriate members of staff are informed;
- Any safeguarding concerns are reported to the Designated Safeguarding Leads;
- Our behaviour policy is adhered to by all staff;
- TAs work with small groups or individuals for periods of time to support specific or complex needs – the includes playtimes;
- The Lincolnshire Ladder of Intervention is followed;
- The PSHE curriculum and the use of circle time encourage building on listening, speaking and empathy skills.

Medical needs

- If your child has a specific medical need, please contact the school office so the SENDCO can ensure appropriate plans are made.
- If your child requires on-going medication to be administered during the school day, contact the office and complete the relevant permission forms.

Support for behaviour

As a school we will follow the plan below to support behavioural needs.



HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Review meetings- children will be asked for their views on their progress which will be brought to a meeting with parents;
- Conversations with staff members- children are welcome to speak to any member of staff with concerns or worries.

WHAT OPPORTUNITIES WILL THERE BE TO DISCUSS MY CHILD'S ACHIEVEMENTS? HOW WILL I KNOW HOW WELL MY CHILD IS PROGRESSING?

Our school promotes positive relationships with parents and meetings with staff can be arranged through the school office.

Below is a table showing the different opportunities for feedback throughout the year.

Opportunity	Details	Frequency
Review meetings	With class teacher and SENDCO. This is an opportunity to review progress and discuss targets.	At least twice a year.
	Annual Review for Education Health Care Plans (EHCP)	Once a year
Parent meetings	With class teacher. Review of progress in class.	Twice a year

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

Your child's progress is measured against age related expectations on a termly basis for us to monitor. Levels of achievement are decided using tests, observations and class work.

- End of year expectations of the National Curriculum;
- Standardised assessments (carried out by the Specialist Teaching Service);
- Early Years Foundation Stage Profile.
- The use of the Engagement Model;
- Assessment for learning- carried out by the class teacher, self and peer assessment;
- Progress towards individual targets.

These assessments can identify areas of weakness so that individual, relevant targets can be put in place. All relevant agencies will help support the specific needs of a child.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

We offer a broad and balanced curriculum that includes day visits. All children have a right to attend visits. Any specific needs are recorded in the risk assessment.

All children can attend extra-curricular activities and adjustments can be made when necessary. If the club is provided by an external agency, they will be informed of any specific needs and a member of our staff will always be present.

HOW ACCESSIBLE ARE THE SCHOOL'S PREMISES?

- School is all on one level with no steps to enter in and out;
- A recently installed hygiene suite with disabled access toilet and shower.

HOW ACCESSIBLE IS THE SCHOOL CURRICULUM?

To support your child within lessons we have access to:

- Interactive whiteboards, Chrome Books available to support learning
- Practical resources (e.g apparatus for maths);
- Outdoor learning areas.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD IN STARTING SCHOOL?

Transition from nursery to EYFS:

- Class One teacher will visit feeder nurseries;
- Paperwork is passed on and any involved agencies are contacted;
- Parents are encouraged to visit the school;
- Information evening for new parents to meet Head Teacher, Class Teachers and SENDCO.

Transition between classes:

- Support from teaching assistants;
- Meeting with class teachers to pass over information;
- Child spends a morning or afternoon with new class in the summer term;
- Extra time in the new class could be arranged if needed.

Transition from another school

- All staff and pupils will support the child;
- Information will be forwarded from the previous school;
- Parents will receive feedback on how their child is settling in.
- Sharing information between SENCo's and for the SENCo from the next school to be involved in the final review meetings in school.

HOW WILL THE SCHOOL PREPARE MY CHILD IN THE TRANSITION TO SECONDARY SCHOOL?

We can support this by:

- Arranging meetings with SENDCOs, outside agencies and parents;
- Exchange of information from the primary school SENDCO and secondary SENDCO;
- Secondary SENDCOs and teaching assistants to visit child in primary setting;
- Additional visits to secondary schools (above the transition day) if needed;
- If your child has an EHC plan, the secondary SENDCO will attend the annual review meeting in Y6.

HOW CAN I BE INVOLVED IN SUPPORTING MY CHILD?

These are a few ways in which you can support your child in school:

- Attend all SEND review meetings and parent meetings, offering your views on your child's progress;
- Listening to your child read and support with specific targets set;
- Attending celebration days and events in school (sports day, class assemblies, open afternoons);
- Fill our annual parent survey and any other feedback forms;
- Keep staff informed of your opinions regarding your child's progress;

HOW CAN I ACCESS HELP FOR MYSELF AND MY FAMILY?

Some useful organisations can be found on Lincolnshire's Local Offer:

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

WHAT DO I DO IF I NEED TO MAKE A COMPLAINT?

The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs.

However, all complaints are taken seriously and will be heard through the school's complaints procedure.

In most instances complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEND should be addressed to the SENDCO and/or the Head teacher.

If a situation remains unresolved then a letter outlining parent/guardian concerns should be sent formally to the Clerk to the Governors at the school address: Scamblesby CE Primary School, Old Main Road, Scamblesby, Louth, LN11 9XG

If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Special Educational Needs and Disability (SEND) Service:

Email – customerrelationsteam@lincolnshire.gov.uk

Telephone - 01522 843 322

WHO CAN I CONTACT FOR FURTHER INFORMATION OR HELP?

If you need further help or support, please contact:

- Your class teacher
- SENDCO
- Head Teacher
- Karen Elliott (SEND Governor)

WHERE CAN I FIND OTHER INFORMATION ABOUT SEND IN SCAMBLESBY CE PRIMARY SCHOOL?

- SEND Policy
- SEN Local Offer
- Accessibility