ST ANNE'S CE PRIMARY SCHOOL

Special Education Needs & Disabilities (SEND) Policy & Information Report

December 2025

WALKING IN LOVE, INSPIRING TRANSFORMATION

Vision

At St Anne's, we **Walk in love** (Ephesians 5:2), nurturing **Compassion, Curiosity** and **Confidence** in our pupils and adults.
We create a **Community** of belonging in which each person can **Shine their Light** (Matthew 5:16).

Rooted in Christ, we celebrate our rich diversity and inspire transformation through inclusive leadership and learning

Our Values in SEND

At our school, our vision is that every child is valued, included and supported to achieve their very best. Our SEND provision is rooted in our core values of **compassion, curiosity and confidence**. We show **compassion** by understanding each child's unique needs and working closely with families and professionals to provide the right support. We encourage c**uriosity** by creating a safe and stimulating environment where children feel excited to learn, explore and ask questions in their own way. We build **confidence** by celebrating strengths, promoting independence and ensuring that all pupils feel proud of their progress and achievements.

Introduction

At St Anne's Church of England Primary School, we have high expectations and offer excellence and choice for all our children, whatever their abilities or needs. We aim to achieve this through the removal of barriers to learning and participation for all. We ensure that all our children know that they are valued and important members of our school community and through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

We aim to meet the needs of each child, including those with Special Education Needs and Disabilities, so they reach their full potential and enjoy their learning.

What is 'Special Educational Needs and Disability'?

Under the Special Education Needs Code of Practice 2014,

> *"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools."*

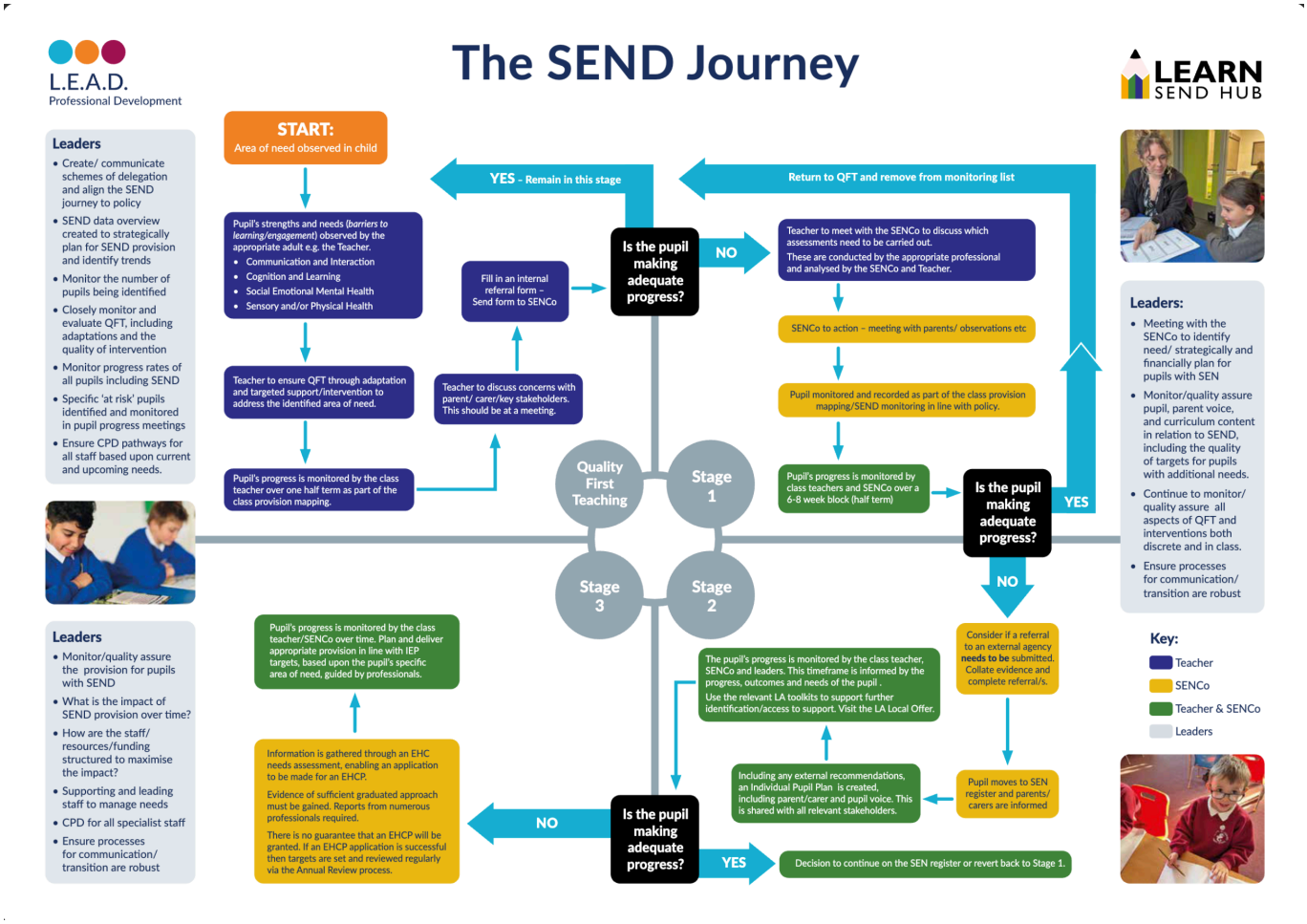
Special educational needs are described by the Code of Practice as falling into four areas. These are:

1. Communication and Interaction.
2. Cognition and Learning.
3. Social, Emotional and Mental Health.
4. Sensory and/or Physical Needs.

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

If you have applied for admission into our Reception class or a mid-year admission into another year group, it is important that you discuss with the school your child's special or additional needs. This will enable school and home to work in partnership together to ensure that needs are identified and appropriate provision provided.

If your child is already at our school and you have any concerns about your child at any time, you should arrange to meet with his/her class teacher in the first instance. We follow the Lincolnshire LEARN SEND Hub 'SEND Journey Flowchart' to structure our support (see diagram below):



How will the school respond to my concern?

This school highly values partnerships with parents and carers and we seek to work closely with families to ensure that all children reach their potential.
All concerns will be taken seriously and any actions will be agreed together.

Following appropriate assessments, if a special educational need is identified:

- The child will be placed on the school's Special Educational Needs Register
- An Individual Support Plan (ISP) will be written, including specific targets

- A Profile on a Page (PoP) document will also be created with the child detailing what he/she enjoys, doesn't enjoy, and is good at. It will also document how he/she can be encouraged, how he/she can help themselves and what can be done/given to help in class.
- ISPs and PoPs will be shared with the pupil, parents and relevant adults.
- The targets will be reviewed with pupils and parents at least three times during each academic year.
- Advice, assessments and/or observations may be requested by outside agencies to support with suitable target setting.

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

A range of information will be used to make a decision including:

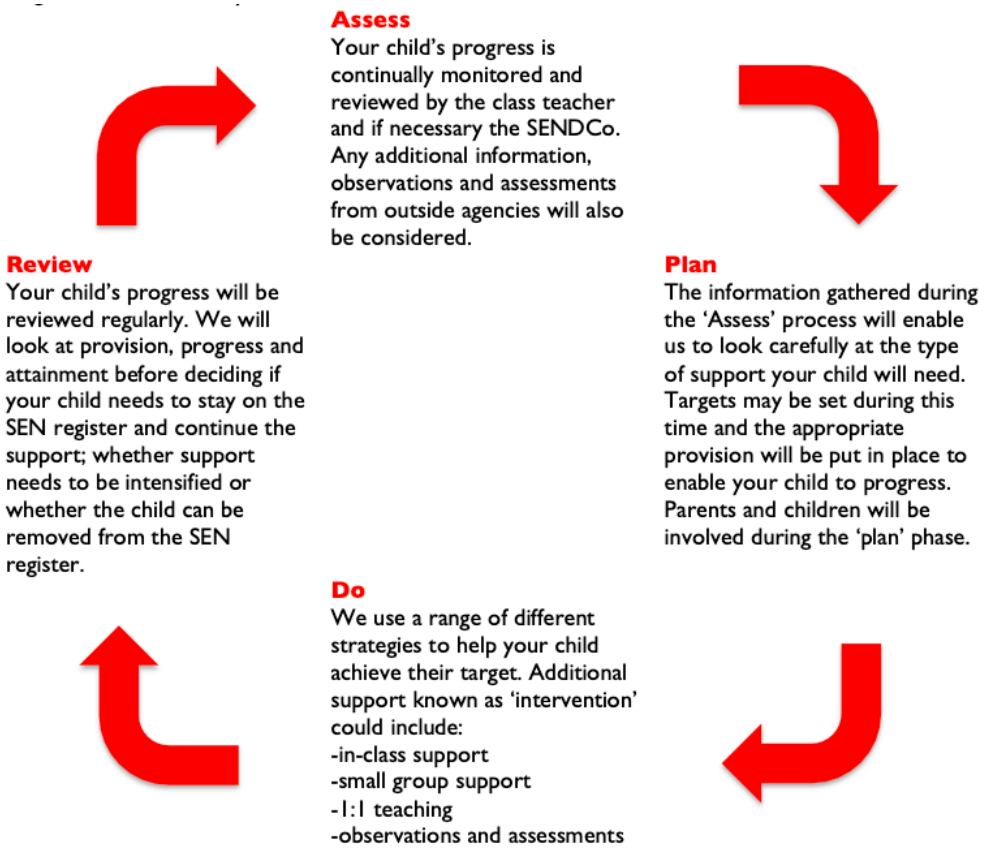
- ongoing teacher formative assessments and observations
- formal assessments (internal)
- formal assessments (external)
- pupil performance data shared at Pupil Progress meetings
- discussions with parents/carers
- discussions with pupils
- advice/feedback from the SENCO
- advice sought from outside agencies.

What will the school do to support my child?

Initially we will implement the agreed plan of action, making full use of the support available within the school. Where necessary, additional advice and support may be sought from external agencies.
Individual Support Plans (ISPs) will include agreed strategies and interventions that will be in place to support the child as well as realistic short term SMART (Specific, Measurable, Achievable, Relevant/Realistic, Time-bound) targets.
These will be reviewed through a cycle of 'Assess, Plan, Do, Review' which is managed and monitored by the SENCO.

Who will support my child in school?

There are many individual and groups of people (detailed below) who may be involved in providing support for your child.



Who?	Roles & Responsibilities
Class Teacher	The class teacher has overall responsibility for your child's progress and will work with you and your child to ensure his/her needs are met. The class teacher is the first point of contact should you wish to raise a concern about your child. It is the class teacher's responsibility to plan for teaching and learning and to make judgements based on your child's progress.
SENCO (Special Educational Needs Coordinator)	The SENCO will monitor the progress of all the children on the SEN register and will monitor the effectiveness of intervention for children throughout the school. The SENCO will lead review meetings, refer children to outside agencies when appropriate, liaise with other professionals and complete relevant paperwork.
Headteacher	The headteacher may attend pupil progress meetings and ensures that provision and support is available for children with SEND. The headteacher meets regularly with the SENCO to discuss provision in school for children with SEND.
Teaching Assistants	The teaching assistants support teaching and learning. They work with children 1:1 as well as in small groups and deliver structured interventions with the guidance of the class teachers and SENCO.

Pastoral Lead	The pastoral lead is directed by the SENCO and particularly supports individual and groups of children in terms of their social and emotional well-being. They are ELSA (Emotional Literacy Support Assistant) trained and deliver 6-session programmes for children referred by their class teacher. They are also available to support parents when needed.
Midday Supervisors	The midday supervisors support the personal, social and emotional needs of your child daily. Good communication between teaching staff and midday supervisors ensures that children are closely monitored during lunchtime and information is passed on if necessary.
Administrators	The administrator will add your child's special education need to the central record and provide clerical support when needed. This is directed by the SENCO.
SEND Governor	The governing body of St Anne's Church of England Primary School has a named governor whose responsibility is to oversee the provision for SEND and feed information back to the governing body.
Outside Agencies	Where necessary, the school may access support from a range of external agencies, including speech and language therapists, specialist teachers, educational psychologists, physiotherapists, occupational therapists, paediatricians, specialist nurses and counsellors. These professionals work with the school to assess pupils' needs, provide specialist advice, and support the SENCO in planning and implementing appropriate provision.

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

All staff receive regular training and updates in safeguarding, Team Teach (positive handling) and first aid. In addition, staff have access to training in autism and sensory awareness, trauma-informed practice, SEMH (Social, Emotional and Mental Health), and medical conditions relevant to pupils currently attending our school. Training is provided in response to the needs of pupils and roles within the school, ensuring that staff are equipped to support the children effectively.

Smaller groups of staff or individual members have training and expertise in the following areas:
- RWI Phonics and Catch-up Programmes
- Precision Teaching
- Colourful Semantics
- White Rose Maths intervention programmes
- Language for Thinking
- The ELSA Programme
- Speech and Language ELKLAN Programme
- Physiotherapy programmes

Staff	Qualifications, Experience & Training
Teaching Staff	All teaching staff have Qualified Teacher Status (QTS) and undertake a programme of continued professional development (CPD) which includes SEND training.
SENCO	Our SENCO is an experienced teacher, with a good working knowledge of expectations 'on entry' to school and end of KS1 and KS2 outcomes. They support class teachers to make a judgement that a child may have an underlying additional need or is following a pattern of development within the normal range.
Teaching Assistants	Our teaching assistants hold a range of qualifications, beginning at least at NVQ Level 3 and engage with our staff Continuous Professional Development programme .

Who else might be involved in supporting my child?

As part of the LEARN SEND Journey, we may work with a range of external agencies who provide additional expertise to support our pupils. Referrals are made when needed, although some services may involve waiting times. These include:

Service	Roles & Responsibilities
Educational Psychology Team	The school may request support from an educational psychologist (EP) through the local authority when this is deemed appropriate and in line with the LEARN SEND Journey. Access is not automatic and may involve referral criteria and waiting times. Educational psychologists help to assess and understand a child's special educational needs by working with school staff, parents/carers, and the child or young person. They use a range of assessment approaches – such as observation, discussion, consultation and, where appropriate, standardised tools – to build a shared understanding of a pupil's strengths and difficulties. EPs provide professional advice to support the planning of meaningful and achievable interventions, including strategies for learning, behaviour, social and emotional needs, and areas such as autism, ADHD, attachment, anxiety, and cognition. Their role is to help school and families develop effective approaches that promote progress and well-being.
Specialist Teaching Service	When appropriate, the school may request support from a specialist teacher through the local authority. Specialist teachers can work with children individually to assess their underlying abilities and provide recommendations to support their learning and development.
Community Paediatricians	Community paediatricians are specialists in the health and developmental needs of babies, children and young people. They can offer medical assessment and diagnosis for children who may have an underlying health or developmental condition. When appropriate, the school will work with parents and carers to make a referral to the community paediatrician and to gather the information needed to support the process.
School Nursing Team	There are several nursing teams who advise and support schools, including specialist nurses for medical needs, diabetic nurses and community nurses. These teams provide guidance to help schools meet pupils' health needs safely

Service	Roles & Responsibilities
	and effectively.
Physiotherapy	The physiotherapy service works with schools to assess children's fine and gross motor skills. They may provide advice and recommend programmes for use in school to support the development of motor control and physical skills.
Occupational Therapists	The occupational therapy team provides advice on equipment, adaptations and activities that support children's learning, independence and social development. They assess functional skills and recommend strategies to help pupils participate more effectively in school life.
Speech and Language Therapy (SALT)	The speech and language therapy service is a team of specialists who provide assessment, advice and intervention for children with speech, language and communication needs. They work with school staff and families to support children's communication development and to help them access learning.

Service	Roles & Responsibilities
Sensory Education & Support Service	The service offers advice and guidance to teachers who are working with children with visual, hearing or sensory impairment.
CASY Counselling	CASY provides a confidential, counselling service to young people aged from 6 to 25 within Nottinghamshire and Lincolnshire.
Lincolnshire Centre for Grief & Loss	The Lincolnshire Centre for Grief and Loss offers support to children who are experiencing bereavement or significant loss. This may include the death of a loved one, family separation, or other life changes that cause emotional distress. The service provides a safe space for children to explore their feelings and begin to develop coping strategies.
Child, Adolescent Mental Health Service (CAMHS)	Child and Adolescent Mental Health Services (CAMHS) are based in community locations and provide assessment and support for children and young people with complex emotional or mental health difficulties. Their multi-disciplinary teams can help with issues such as anxiety, depression, trauma, eating disorders and self-harm.
Healthy Minds	Healthy Minds Lincolnshire provides emotional wellbeing support to children and young people up to the age of 19. Emotional wellbeing includes feeling happy and confident, managing worries, and having positive relationships. Evidence shows that early support can help prevent mental health difficulties from developing in the future. The service supports children and young people with a range of emotional wellbeing concerns such as exam stress, worries and anxiety, low mood, low self-esteem or body image, relationship difficulties, self-harm, and general low self-confidence.
Early Support Care Coordination (ESCO)	Early Support Care Coordination works alongside children and young people with a disability and their families, providing timely support and care co-ordination.
Ethnic Minority & Traveller Education Team (EMTET)	EMTET supports children and families from ethnic minority, Traveller, and English as an Additional Language (EAL) backgrounds. They help pupils settle into school, overcome language or cultural barriers, and ensure they can access learning successfully.

Lincolnshire Working Together Team (WTT)	WTT specialises in supporting children with social communication needs, including those with autism. They offer advice to schools and families to help children develop communication, interaction and independence skills.
Lincolnshire Pupil Reintegration Team (PRT)	PRT supports children who are struggling to engage in school or who are at risk of exclusion. They work with schools, families and pupils to help remove barriers, rebuild confidence and support successful reintegration.
Lincolnshire Behaviour Outreach Support Service (BOSS)	BOSS provides advice and support for children showing challenging or disruptive behaviour. They help schools and families understand a child's needs and develop strategies to improve behaviour, emotional regulation and engagement in learning.

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

The emotional and social well-being of your child is of great importance to us. Where appropriate, additional intervention (individual or small group) will be organised to help your child's emotional and social development.

- Teachers, teaching assistants and midday supervisors build up strong relationships with children to support their emotional needs.
- The pastoral lead has a key responsibility for supporting children in terms of their social, emotional and behavioural development. Parts of their timetable are dedicated to leading ELSA, 1:1 and focused group sessions.
- Our school behaviour policy is applied consistently to support children's behaviour, including the use of rewards and sanctions (see the policy on our website).
- All safeguarding and child protection issues will be reported to the Designated Safeguarding Lead (DSL).
- All incidents are communicated to the relevant members of staff, and serious incidents are recorded on CPOMS. CPOMS is a secure online system used by schools to record and monitor safeguarding, wellbeing and behaviour concerns, enabling staff to share information quickly and keep children safe.
- Personal Social Health and Economic (PSHE) education is considered an important subject taught weekly and a curriculum including the use of Jigsaw PSHE is used throughout the school.
- Our classrooms promote speaking, listening, empathy, cooperation and turn-taking through a range of structured activities and routines.

Medical Needs

If your child has specific medical needs then please contact either your class teacher or the SENCO so appropriate plans can be put into action. If needed, a 'Individual Health Care Plan' can be developed, with support and advice from outside agencies, 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, please contact the school office for more information. Please see our 'Supporting Pupils with Medical Conditions' policy for further information.

Support for Behaviour (including Attendance, Suspension and Exclusion)

If your child needs support regarding behaviour they may have an individual risk management plan. The support provided will follow the same Assess, Plan, Do, Review process (as outlined on page 3).

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

Your child will be involved in the process of 'Assess, Plan, Do and Review' through talking to familiar adults about his/her work, identifying his/her strengths as well as aspects he/she finds tricky. This often involves sharing classroom work and attending review meetings if appropriate. The children remain the owners of their own Profile on a Page, and these can be amended and updated whenever the children would like something adding, removing or changing.

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

All children are well supported within the classroom by highly skilled teachers. Appropriate reasonable adjustments are made to the classroom environment, teaching approaches and learning resources to ensure inclusion and to enable all children to access the curriculum effectively. These may include:

- a clearly structured and ambitious curriculum that meets the needs of individual learners;
- collaborative learning approaches (e.g. talk partners, group work);
- using IT or a scribe to record learning;
- using IT to support and scaffold learning;
- access to concrete apparatus (e.g. Numicon, magnetic letters);
- making use of pupils' interests and strengths;
- curriculum focus and talent days;
- targeted group work;
- pre-teaching of key ideas or vocabulary;
- 1:1 or small group support;
- interventions and guided learning sessions;
- high-quality phonics teaching (RWI);
- visual supports and prompts;
- adaptations to the learning environment.

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

We pride ourselves on our positive relationships with parents and operate an open-door policy. If you have any questions about your child's progress, you are welcome to make an appointment to speak with your child's class teacher at any time.

We provide detailed updates to parents through our Parents' Consultation Evenings in October and March, and through the end-of-year School Report in July. Children on the SEND register have their plans and support reviewed three times a year. If a child has an Education, Health and Care Plan (EHCP), an annual review will take place and the outcomes will be shared with the SEND department at the local authority.

Permission is always sought before a child is assessed by an external agency (for example, the specialist teaching team), and feedback will be shared either through a written report or as part of a review meeting. Staff also enjoy sharing children's successes informally and may catch parents at the beginning or end of the day to celebrate achievements or progress.

Throughout the year, parents are invited into school for a range of events, including Open Mornings, Sports Day, Church Services and Celebration Worship, providing regular opportunities to see children learning and performing.

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

On entry to the Early Years Foundation Stage (EYFS), teachers carry out baseline assessments using information from nursery settings, initial observations and some 1:1 assessments. At the end of the EYFS, children are assessed formally against the Early Learning Goals.

In Key Stage One and Two, children's progress is tracked termly and measured against age-related expectations in relation to the National Curriculum. This process includes Pupil Progress Meetings between the class teacher and a member of the Senior Leadership Team, when children's progress is discussed in relation to directing support and interventions appropriately.

The Phonics Screening Check takes place at the end of Year 1, and the Multiplication Tables Check at the end of Year 4. Formal National Curriculum Tests (SATs) in reading, grammar, punctuation and spelling, and mathematics take place at the end of Key Stage 2.

In school, we also use a computer-based suite of assessments called GL Testwise at various points during the year to support teacher assessment, target setting and to provide valuable insight into gaps in learning and suggested next steps.

Assessments carried out by external agencies may also be used in school to help identify needs, inform provision and support the planning of next steps for individual pupils. These assessments contribute to building a full picture of a child's strengths and areas for development, ensuring that support is appropriately targeted.

What is an Education, Health & Care (EHC) Plan?

If a child has lifelong or significant difficulties, they may require a statutory assessment. While this is often requested by the school, parents also have the right to request an Education, Health and Care Needs Assessment. This process is used when a child's needs are complex and require a multi-agency approach for them to be met effectively. The decision to request an assessment is made at a review meeting and, in most cases, only after school-funded support and interventions have been implemented, monitored and evaluated.

An Education, Health and Care Needs Assessment brings together information from a range of sources, including school, home, social care and health professionals. External agencies may also provide evidence about the support currently in place, the actions that have been taken and the progress made so far. A panel made up of professionals from education, health and social care will then decide whether the child meets the criteria for an Education, Health and Care Plan (EHCP).

If it is agreed that the child's needs cannot be met through the support ordinarily available in school, an EHCP will be issued by Lincolnshire County Council. The school and the child's parents will work together with the local authority to develop and finalise the plan.

Once an EHCP is in place, it becomes part of the pupil's formal records and is reviewed at least annually by school staff, parents and the child. The annual review allows the provision to be evaluated and adjusted where necessary, for example by increasing or reducing support. All documentation relating to EHCPs in Lincolnshire can be accessed and updated by parents, school and the local authority through the online EHC Hub.

Meeting the Needs of Pupils with an Education, Health and Care Plan (EHCP)

The school is committed to ensuring that all pupils with an EHCP receive support that is fully aligned with the outcomes and provision set out in their plan. Support is planned, delivered and reviewed according to each child's individual needs, with a focus on helping them make progress towards their EHCP outcomes rather than on a set number of adult support hours.

Class teachers, working closely with the SENCO and relevant external professionals, use the EHCP outcomes to guide high-quality teaching, personalised adaptations and targeted interventions. This may include adjustments to the learning environment, differentiated access to the curriculum, specialist strategies, structured intervention programmes and the deployment of trained adults to promote independence, inclusion and progress. The type and frequency of support are shaped by the pupil's needs and the requirements of the EHCP.

The effectiveness of provision is monitored regularly through the Assess-Plan-Do-Review cycle. Progress towards EHCP outcomes is reviewed with pupils, parents and external professionals, ensuring support remains responsive, evidence-based and focused on helping each child achieve their full potential.

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

As an inclusive school, we endeavour to ensure that provision is put in place so that all children can access after school activities, breakfast club, outdoor learning and educational visits including residential opportunities. Where necessary, we will ensure that specialist support is available and, if required, reasonable adjustments made to enable all children to access the provisions on offer, wherever possible.

How accessible is the school environment?

The school is fully accessible to wheelchairs and there is an accessible toilet, mechanical bench and hygiene suite. We carry out an accessibility survey annually to ensure that there are no problems, and this is carried out more regularly should the need arise.

We use technology to support children's learning and use specific equipment and resources to support individual and specific needs as required.

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

If your child is joining our school in to the Reception class, we have an extensive transition programme in place. Initially your child's teacher will visit them in their early years setting. This is followed by several school visits during the Summer Term aimed at helping your child to become comfortable in his/her new surroundings. The children also receive their own welcome photo book which parents can share with them at home in preparation for the new term. In September, we carry out home visits to visit you and your child in their home environment to ease their transition to school.

If a child attending Reception is already identified as having special educational needs, our SENCO will usually be invited to and attend a nursery review meeting. We request all paperwork and electronically saved information to be forwarded to the school during the summer break.

If your child joins the school in another year group, we plan, in consultation with parents/carers, the transition depending on the needs of the child. Your child is welcome to make visits to the school to meet their class and their teacher and familiarise him/herself with the school routines. Where appropriate, produce 'social stories' that outline school routines and familiar adults so that children know what to

expect when they join our school. These arrangements are flexible and can be personalised and adapted to meet the needs of your child.

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

We are committed to working in partnership with professionals and families to ensure smooth secondary or alternative school transition. This usually means communication with the school, planned school visits, transition visits and sharing of key information, usually in Year 5 and Year 6. Additional individualised transition days and booklets can be organised and produced dependent on the needs of individual children. The new school SENCO attends review meetings and meets with our teachers to discuss each child's profile and share any relevant information that will help your child experience a smooth transition. All paperwork is kept up to date and forwarded to the new school promptly. All SEND documentation (post September 2022) is uploaded to and stored on the CPOMS system. This ensures that no paperwork is misplaced and that new settings, that also use the system, can access the SEND records immediately on a child's transfer to their school.

How can I be involved in supporting my child?

You can support your child by:

- engaging with the school;
- attending meetings;
- signing up to our Home School Agreement;
- keeping the school up to date with any changes or information you feel is necessary to pass to the class teacher or SENCO;
- attending parent workshops and open-school events;
- supporting them with reading, spelling, times table and homework tasks;
- attending all medical appointments and feeding back pertinent information to school;
- providing home and wider learning opportunities.

How can I access support for myself and my family?

School staff are always available to offer support and signpost to other organisations when necessary. Some useful organisations include:

- www.lincolnshire.gov.uk
  The local authority provides information on schools and information for parents including links to support groups.
- http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2
  The Lincolnshire Family Services Directory hosts information on the SEN local offer from Lincolnshire County Council
- www.lincspcf.org.uk
  Lincolnshire Parent Carer Forum is the official parent carer forum for Lincolnshire with the remit of engaging and supporting parents to help improve the quality, range and accessibility of services for children with SEN&D in the county.
- https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=FDv65Lc6jxs
  Liaise is the Special Educational Needs and Disability (SEND) Information Advice and Support Service for Lincolnshire, providing information and advice relating to SEN and disabilities to parents, children and young people (0 – 25) which is free, confidential and impartial.

- https://cyp.iassnetwork.org.uk
  IASS offers free confidential advice, information and support to parents and carers about special educational needs.
- www.ipsea.org.uk
  IPSEA (Independent Provider of Special Education Advice) is a national charity that offers free, legally based advice to families of children and young people with SEND.
- www.youngminds.org.uk
  Young Minds: The voice for young people's mental health and wellbeing.
- https://www.lpft.nhs.uk/young-people/lincolnshire/young-people/self-referral
  Lincolnshire Young Minds self-referral services
- www.kids.org.uk
  This charity works with disabled children, young people and their families

Who can I contact for further information?

If you require any further information, help or support, please contact a member of our school team.

- Class teachers – YR: Mr Hill, Y1: Miss Birch, Y2: Mrs Devonald & Mrs Thompson, Y3: Mrs Hedley, Y4: Mr Larter; Y5: Mr Pinchbeck; and Y6: Miss Chadwick & Miss Righton.
- SENCo – Mrs Natalie Slight
- Acting SENCo – Miss Lauren Birch
- Pastoral Lead – Miss Justine Marshall
- SEND Governor – Mrs Liz Power
- Headteacher – Mrs Liz Hindmarsh

MONITORING & REVIEW ARRANGEMENTS

The SENCo is responsible for monitoring and reviewing this policy.

This policy will be reviewed annually and approved by the Local Governing Board.

Prepared by:	Lauren Birch, Acting SENCo
Approved by:	Local Governing Board
Date of approval:	December 2025
Date of review:	December 2026