

SEND Information Report: 2024/2025

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND).

About our school:

Church Lane Primary School and Nursery is a mainstream school, with Ofsted outstanding status, which provides for children and young people with a wide range of special educational needs including those with:

* Communication and interaction needs; including children who have speech language and communication difficulties and/or autistic spectrum conditions
* Cognition and Learning needs; including children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia
* Social, Emotional and Mental Health needs
* Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning.

About our SENCo:

Our Special Educational Needs Co-ordinator (SENCo) is Mrs Sophie McCordick. She is a qualified teacher and SENCo with the National Award for SEN Coordination. She works closely with senior leaders to oversee the provision and monitoring of children’s learning and progress throughout the school, as well as supporting the families of those children with special educational needs.

Our SENCo also works closely with the Local Authority Inclusion Team and attends termly Inclusion briefing meetings to keep up to date with and share any new initiatives. Church Lane Primary School is part of the Lincolnshire SEN Hub initiative.

Our SENCo can be contacted by calling the school office:

Phone: 01529 302696

E-mail: [Sophie.mccordick@sleafordchurchlane.lincs.sch.uk](mailto:Sophie.mccordick@sleafordchurchlane.lincs.sch.uk)

Our governor with responsibility for SEN is Mel Porter. Our SEND policy and Accessibility Plan can be found on the school website.

How do we identify and give extra help to children and young people with SEND?

The school uses Lincolnshire’s SEND Inclusion toolkit to assess potential barriers to learning and plan for reasonable adjustments, before amending and delivering appropriate provision and reviewing progress.

The guidance sets out in detail:

• How we identify if a child or young person has a special educational need

• How we assess children and plan for their special educational needs, and how we adapt our teaching

• Ways in which we can adapt our school environment to meet each child’s needs

• How we review progress and agree outcomes and involve you and your child in this

This guidance can be located on the SEND page on our website as well as the Lincolnshire County Council website.

How do we work with parents and children/young people?

The partnership between school and home is always important to us at Church Lane. We will always contact parents if we have a concern that a child or young person may have a special educational need. We work closely with children with SEND and their parents to agree outcomes and plan how we will all work towards these, and then to review progress.

This communication happens in a variety of ways:

* Each child on the SEND Register has an IEP which puts them at the heart of the assess, plan, do and review process
* IEP’s include the voice of the child and their family, as well as any barriers to learning, positive intervention/strategies in place and some outcomes to support learning
* IEP’s are reviewed 3 times a year - during parents evenings and at the end of the summer term
* Parents are always welcome to speak to class teachers and should contact them directly, through the school office or via email
* Appointments can be made to see the SENCo by emailing directly or through your child’s class teacher or the school office.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. There is further information on our school website about the exciting and engaging curriculum that we offer. Teachers are responsible for the progress of all learners within their classroom and lessons are always carefully differentiated to ensure success and progress for all. We are committed to encouraging all children to become independent learners and to have a growth mindset with an ‘I can’ attitude to learning. A variety of resources are used throughout each classroom provision to scaffold learning and encourage independence.

All children are encouraged to join extra-curricular clubs at lunchtime and after school. We also use many intervention programmes which offer support, in addition to quality first teaching, to boost and support children’s learning. These interventions are usually delivered by a trained TA or teacher, and are monitored by the class teacher, Key Stage Lead & SENCo. Interventions may target a specific subject area such as comprehension, reading or number skills but there are also social interventions to support and develop children’s communication and social skills.

Interventions include but are not limited to:

Read Write Inc: A phonics-based reading intervention with a focus on developing accurate decoding and fluency in reading.

Beat Dyslexia: A step-by-step Multi-sensory Literacy programme

Colourful Semantics: Supports children to develop understanding of grammar through the meaning of words.

ESLA: An Emotional Literacy Support Assistant (ELSA) is a trained, school based learning support assistant. Their role is to support the emotional wellbeing of pupils. They are trained by a team of educational psychologists and receive ongoing group supervision.

Lego Therapy: LEGO® Therapy is a structured, play-based intervention where children come together each week for a 6-week course. The sessions include collaborative LEGO® building projects aimed at encouraging interactions among the children and fostering their problem-solving skills.

Sensory Circuits: A Sensory Circuit is a short plan of physical activities that enables children to achieve an optimal level of alertness. It lasts 10-15 minutes and consists of 3 sections: Alerting Activities, Organising Activities and Calming Activities.

Interventions are closely monitored, alongside data, to ensure that support is as effective as possible. Most interventions run for a period of 6 or 12 weeks and we would expect to see a positive impact during this time.

What expertise can we offer?

Pastoral Team

SENCo: Mrs Sophie McCordick

Pastoral Lead: Mrs Kirsten Jones

ELSA & Counsellor: Mrs SB

Lego therapy and sensory circuit Lead: Mrs Kirsty Hudson

The training needs of staff are reviewed as part of the CPD process in school and training may include attending external courses or attending in-house training run by the SENCo or other specialists.

We also have access to a range of specialist support services including:

* Educational Psychology Service
* Speech and Language Therapists
* Special Educational Needs Support Services (ASKSALL)
* Behaviour Support
* Working Together Team (Autism outreach service)
* Child and Adolescent Mental Health Services (CAMHS) and Healthy Minds
* Lincolnshire County Council SEND Team
* Bereavement and Grief support
* EYST

SEN web pages:

[SEND Local Offer – Lincolnshire County Council](https://www.lincolnshire.gov.uk/send-local-offer)

[www.lincolnshire.gov.uk/send-local-offer](http://www.lincolnshire.gov.uk/send-local-offer)

We always discuss the involvement of specialist SEND services with parents first. With the family’s permission, we also work with other services and organisations that are involved with a family.

How do we know if SEND provision is effective?

The progress of all children/young people is tracked throughout the school through our assessment programme which is monitored closely by SLT and the Headteacher who reports progress to the governing body. This is also analysed during pupil progress meetings with Class Teachers and the Headteacher. The SENCo also liaises with Class Teachers, and interventions are put in place to support specific difficulties and consolidate knowledge and understanding. This provision is tracked and monitored by the SENCo, class teachers and the key stage leaders.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEND is contained in the Governors’ Annual SEND report.

How are children and young people with SEND helped to access activities outside of the classroom?

All children and young people are included in activities and trips, including residentials, following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what needs to be in place to support specific needs.

What do we do to support the wellbeing of children/young people with SEND?

All children can share their views through their school council representatives. We listen to the views of children with SEND by their participation in these groups and providing opportunities to voice opinions to these groups. Children are also encouraged to talk to their class teacher if they have a problem.

Children on the SEND register will have the opportunity to contribute to their IEP’s 3 times yearly when they are being reviewed by class teachers, in partnership with parents or carers.

Bullying is not tolerated, and we help to prevent bullying through our school values; Be Kind, Work Hard, Achieve Greatness. Teaching children to be safe on the internet is a priority and staff have attended E-safety training provided by the Lincolnshire County Council – Stay Safe Partnership. Information on Internet Safety is something we share with parents and support families with.

Joining the school and moving on

We encourage all new children to visit the school before starting, so that they can familiarise themselves with the environment, and so that the school can plan support effectively. We endeavour to ensure your child makes a smooth transition between school settings through sharing information, meetings and visits. Please contact the SENCo directly if you feel your child would benefit from some additional support.

We begin to prepare young people for transition into the next stage of their education or training by close liaison with feeder schools, extra transition visits for the most vulnerable pupils and excellent communication with the SENCo of the receiving school.

Who to contact?

If you are concerned about your child, we would always encourage parents to first speak to the Class Teacher. If you’d like to provide feedback, including compliments and complaints about SEND provision, communicate with the headteacher in the first instance. We aim to respond to any feedback as soon as possible.