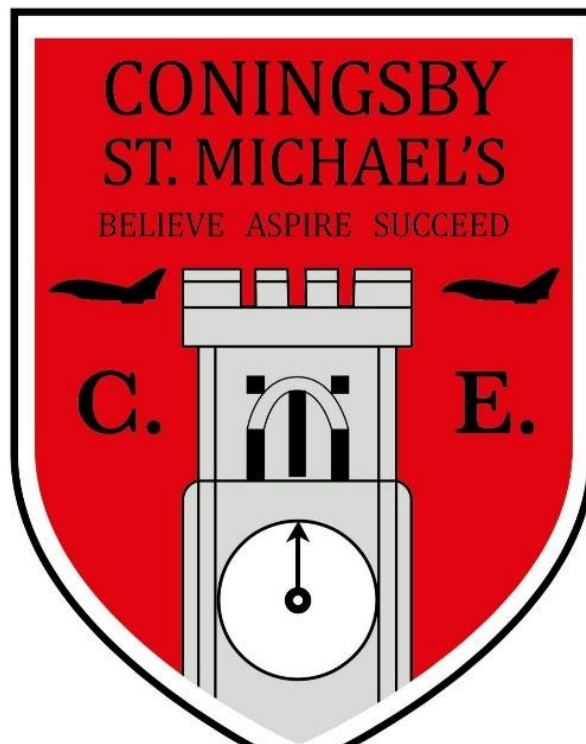


Special Educational Needs (SEN) Information Report

Coningsby St Michael's Primary School



School Vision:

Holy Trinity is a family church school providing a high-quality education by caring for all like God the Father. By learning to serve as Jesus the Son and sharing God's Love in the community through the power of the Holy Spirit.

As Jesus welcomed and valued children, we at St Michael's aspire to welcome and value all members of our community. We believe that this welcome and value provides opportunities for all to succeed. Matthew



Excellence, Exploration and Encouragement powered by Equity

The LAAT window allows us to see:

- The past, on which we build
- The present, for us and for others
- The future we seek to become.

Grounded in faith, we seek to see and understand all in our diverse communities and beyond.

Every pupil has the right to flourish; academically, physically, emotionally, and spiritually, through an educational experience based on Excellence, Exploration and Encouragement.

Every pupil has the right to receive what they need. And every child will need different things at different times. Providing this, is Equity at work.



Approved by: Steph Liley

Date: June 2025

Last reviewed on:

Emma Eden

June 2025

Next review due by:

June 2026

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Dear Families,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.coningsbyprimary.co.uk/send/>

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Louth.

She is a qualified teacher, who has worked in education for over 10 years. She is currently working towards achieving the National Award in Special Educational Needs Co-ordination. She has completed the following trainings to assist her in her role:

- Safeguarding and Child Protection
- NASENCO
- SENCO Network Meetings
- ADHD De-escalation Strategies
- BOSS (Behaviour Outreach Support Service)
- Getting it Right for all Pupils
- Right From the Start Training
- WTT (Working Together Team)- Autism Training
- IDL training

They are allocated 3 days a week to manage SEN provision.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. We hold weekly SEND Briefings to share good practice.

They have received the following training to assist in their role:

- Safeguarding and Child Protection
- Team Teach
- ADHD De-escalation Strategies
- BOSS (Behaviour Outreach Support Service): Behaviour is communication and PDA
- Getting it Right for all Pupils
- Right From the Start Training
- WTT (Working Together Team)- Autism Training
- IDL training
- Unconditional Positive Regard
- Dyslexia training
- YARC: Herts for learning reading fluency programme

Learning Mentor/ Pastoral Manager

Our Learning Mentor is Miss Williams and our Pastoral Manager is Miss Wise.

They have 2 years experience in this role and are trained who are trained to deliver interventions such as:

- Mindful Forest School
- Lego Therapy
- ELSA Emotional Literacy
- Feelings Detectives
- Drawing and Talking Therapy
- FRIENDS Programme
- Plus 1
- Power of 2
- Sand Therapy

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, TAs have been trained in:

- APDR
- IDL
- Team Teach

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Working Together Team (WTT)
- Behavioural Outreach Support Service (BOSS)
- School Autism nurse
- CASY Counselling
- Specialist Teaching Team
- Physiotherapists
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Pupil Reintegration Team
- Local Specialist Schools
- Voluntary sector organisations
- Visual Processing Clinic
- Family Support through an Early Help Assessment
- Child and Adult Mental Health Services (CAMHS)
- Healthy Minds
- ASKSALL

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can ask with them in person, to arrange to meet with them after school, contact them via the school office or message them through Class Dojo.

They will pass the message on to our SENCO, Mrs Louth who will be in touch to discuss your concerns.

You can also contact the SENCO directly via the School Office or via your child's Class Dojo messaging service.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

The Class Teacher will complete a SEND referral form to give to the SENCO and this will be added to your child's record. You will also be given a copy of this.

The SENCO will then observe the child in class and meet with the class teacher to discuss their concerns and arrange next steps.

The SENCO will then arrange a parent meeting to discuss concerns and a plan moving forward.

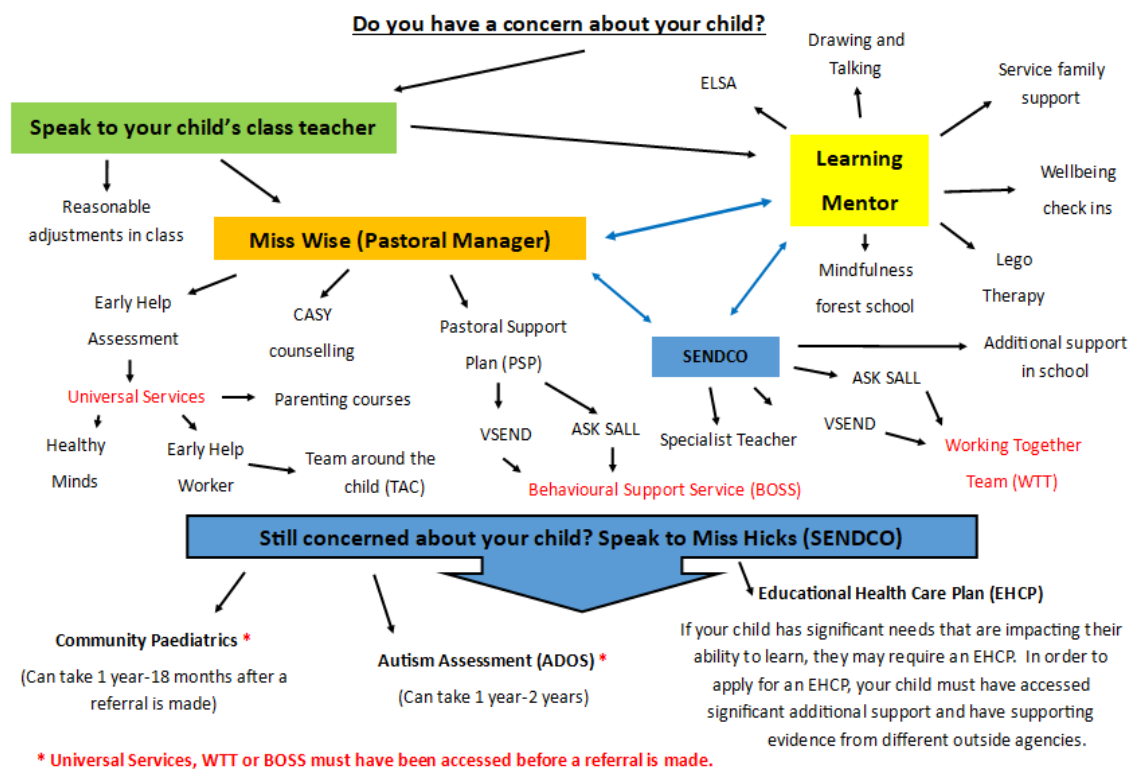
If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

A plan will be put together with specific targets that will be shared with your child, yourselves and supporting adults.

The plan will be reviewed termly.

If concerns remain, advice may be sought from specialist outside agencies.

If you have a concern about your child, there are different pathways which we may follow, depending on the needs of the child.



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled. Pre-teaching and additional revision work may be conducted in school or sent home to help support this.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

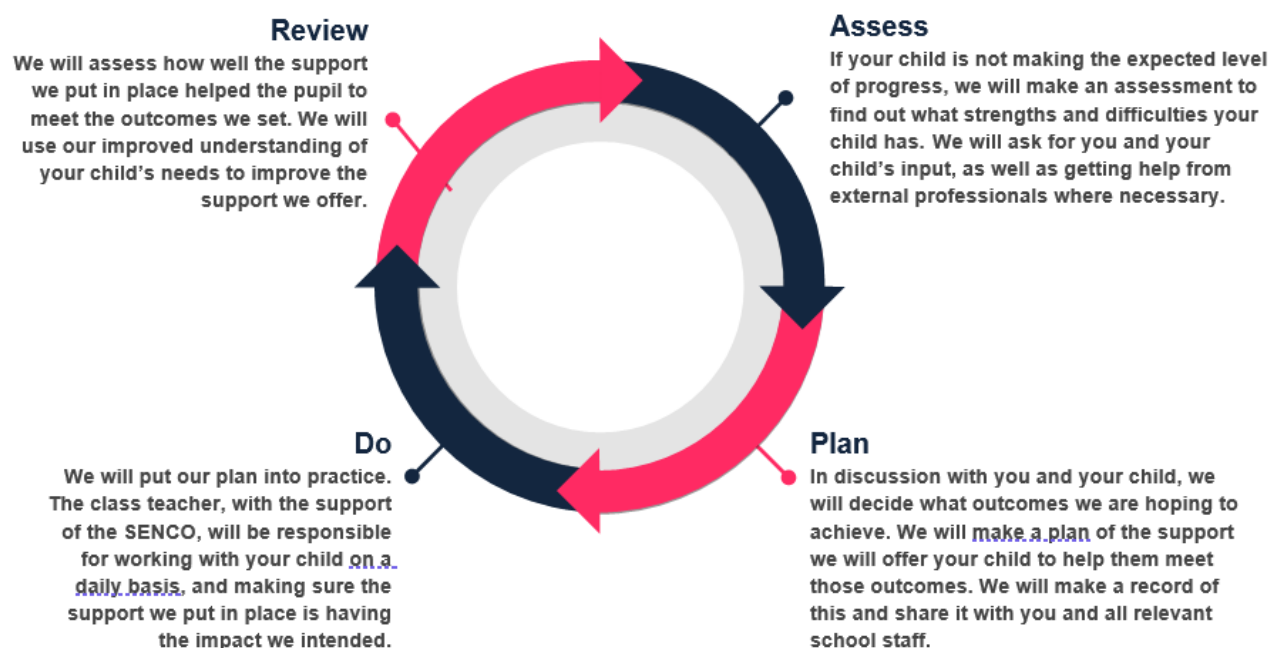
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

All children are supported within the classroom through a graduated approach (Assess, Plan, Do and Review cycle) and this will continue for children identified with SEND.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Interventions for children identified as having SEND may include:

- Specific Intervention groups for learning, personal, social and emotional development and physical development (including fine motor skills).
- Small group/individual support on individual targets, e.g. reading and spelling keywords, number recognition, basic number facts, sentence punctuation, phonics.
- Pre-teaching of vocabulary.
- Overlearning of key skills eg: number bonds/ phonics etc...
- Pre-learning: pre-exposure to lesson content

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class teacher will meet you a minimum of 3 times a year (which may include parents evening appointments) to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. We do this through holding SEND Coffee events or Drop Ins.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via the school office, through Class Dojo or face to face at the end of the day.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend review meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

At Coningsby St Michael's we have high ambitions and expectations for all pupils. If your child has a SEND then they will require support that is 'additional to and different from' the rest of the class. 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.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Scaffolding our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis where appropriate or if this is specified as part of an EHCP.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy 1 st Call Activities Coloured Semantics Socially Speaking Talkabout
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Touch Typing Programmes Toe by Toe (Reading) IDL (Reading, Maths, English) Number Shark
	Moderate learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation Opportunity to have time with the Learning Mentor Opportunity to have time in the Rainbow Room Nurture groups

	Adverse childhood experiences and/or mental health issues	Forest School ELSA Lego Therapy Drawing and Talking Therapy Sand therapy
Sensory and/or physical	Hearing impairment	Use of the Operational Model to introduce all foundation Subjects Low Arousal Displays Motor Skills 1 st Move Activities Sensory Circuits Write from the Start Letterjoin
	Visual impairment	
	Multi-sensory impairment	
	Physical impairment	

These interventions are part of our contribution to Lincolnshire County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 2-4 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority by applying for an EHCP.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to PGL.

All pupils are encouraged to take part fully in all aspects of school life such as sports days, productions and in positions of responsibility such as being a Prefect, a member of the School Council or Collective Worship Council.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- Admission arrangements for pupils with SEN into the mainstream are exactly the same as every other pupil.
- After an application has been made for a place in our mainstream and a need has been highlighted, we would liaise with parents, other professionals and feeder schools and nurseries before the child starts to ensure everything is in place to support them and fully incorporate them into the school.
- Children with a statement of SEN or an Education Health Plan may be maintained in our Mainstream provision with additional support as dictated in the provision set by the LA.
- If your child has an EHCP, you should speak to your child's caseworker before applying for a school place. Your child's caseworker will be able to advise you on the appropriate steps for applying for a school place. Schools will receive a consult, to determine whether they can or cannot meet need before a place is determined.

Please use the link below to see our Equality Information and Objectives Policy

https://primarysite-prod-sorted.s3.amazonaws.com/coningsby/UploadedDocument/9e76c84c-2b40-4d41-aceb-7d244661b4cc/equality_information-and-objectives-policy-1.pdf

13. How does the school support pupils with disabilities?

- We are an inclusive school and endeavour to include all children in school trips, after school clubs and other enrichment activities. We plan with the needs of the children in mind to ensure everyone has access to these.
- We frequently use educational visits, enrichment activities and residential trips (in Year 6) to enhance the learning in the classroom and extend pupils understanding of the wider world and cultural capital. We will always include your child on a visit, ensuring any specific needs they have are taken into account with our risk assessment. If you wish to support your child during a visit, please contact your class teacher. Dependent on the needs of your child, you may be asked to support them on an educational visit. All children have an equal right to attend our extra-curricular clubs.
- You can find the school accessibility plan on the school website using the following link:

Link to School Accessibility Plan <https://primarysite-prod-sorted.s3.amazonaws.com/coningsby/UploadedDocument/3e0e81ae-f089-46cc-a7a2-08e842f076a1/accessibility-plan-csm-jul-2023.pdf>

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Forest School to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by Lego Therapy, ELSA, Mindful Forest School.
- The Pastoral and SEND Team working closely together.
- We have a 'zero tolerance' approach to bullying. Please see the link to our behaviour policy below.

<https://primarysite-prod-sorted.s3.amazonaws.com/coningsby/UploadedDocument/6faeddf-d97d-429c-8a60-11dc9ee4e663/1-behaviour-policy-august-23-csm.pdf>

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

Transitions between year groups also involves:

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

To help pupils with SEND be prepared for a new school year we have a week of transition at the end of the Summer Term. This alongside other planned opportunities to work with the new class teacher and visit the new classroom ensures that they have time to liaise with old class teachers and meet with parents to ensure a smooth transition and ensure that a pupil's SEN needs and targets can be discussed. The SENDCO works closely alongside teachers to ensure a smooth transition.

Between schools

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

- Visit nurseries/pre-schools to meet the children and attend review meetings
- Meet with parents 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

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. The SENCo will then have a transition meeting with the SENCO, or member of the Senior Leadership Team of the new school.

Between phases (for Primary Schools)

We understand the transfer to secondary school can be a daunting time for everyone and maybe even more so if your child has SEND. We will support you and your child by:

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Providing a transition programme, if needed, in conjunction with the child and Parents/Carers
- Practising with a secondary school timetable
- Plugging any gaps in knowledge
- Providing information about the needs of your child to their transferring school through face to face meetings, paperwork, emails, etc

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Louth, our SENCO, will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

The first point of contact should be your Child's Class Teacher, however if your concerns still remain you should contact the SENCO or our Executive Head Teacher, 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 by speaking to the class Teacher, SENDco or Executive Head. 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. In line with the SEND CoP 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.

They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Lincolnshire County Council's local offer on their website.

[SEND Local Offer – Lincolnshire County Council](#)

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages