



Infinity Academies Trust

Ready to learn; Prepared to flourish.

The Little Gonerby CE Primary Academy

SEND Information Report

Our local offer has been written alongside the Policy for Pupils with Special Educational Needs and Disabilities and more information can be found by reading this policy, available on the school website.

Our Vision



Our Values

As a nurturing Christian community our values are Compassion, Respect and Honesty. Our Vision and Values determine and underpin our decisions and behaviours.

Our Aims

We will achieve our vision through:

1. Promoting happiness and fun
2. Ensuring excellent progress for every child, which equips them for life through an exciting and challenging curriculum
3. Enabling and supporting a culture of active learning and development
4. Providing an environment where people feel safe to take risks to broaden their experience and learning
5. Helping our community to understand themselves as unique individuals and their role within the school and the wider society
6. Enabling our community to grow spiritually, make choices for themselves and to develop an understanding of the meaning and significance of faith

What is 'Special Educational Needs and Disability'?

Special Educational Needs and Disability (SEND) is a legal term. It describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age. A disability is a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities and causes a difficulty or barrier to learn or to access the curriculum.

We provide SEN support for pupils with significant needs in the following areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health (Social Emotional Mental Health (SEMH))
- Sensory and/or Physical

The four categories that the school caters for can be classified into core, additional and high needs, where some children only require minimal interventions and support while others need additional support to raise the level of their learning. A few children, generally those who have existing Education Health and Care Plans (EHCP), require high needs.

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

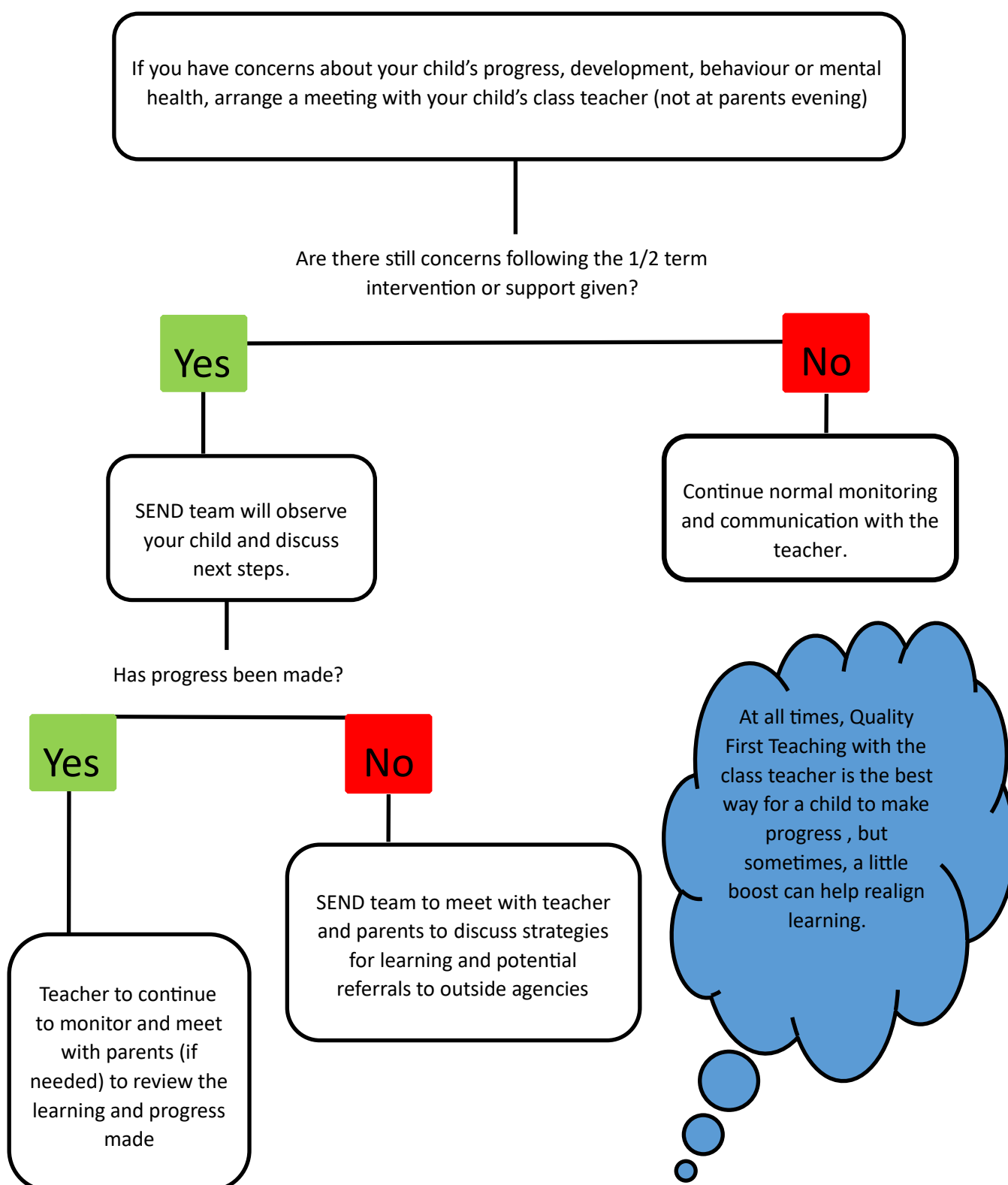
Your first point of contact should be your child's class teacher. Concerns can be discussed at parents' evenings which are held twice a year, or by making an appointment to meet with your child's class teacher at any point throughout the school year.

This information will then be passed on to the relevant staff members within the school.
Class Teacher Responsible for:

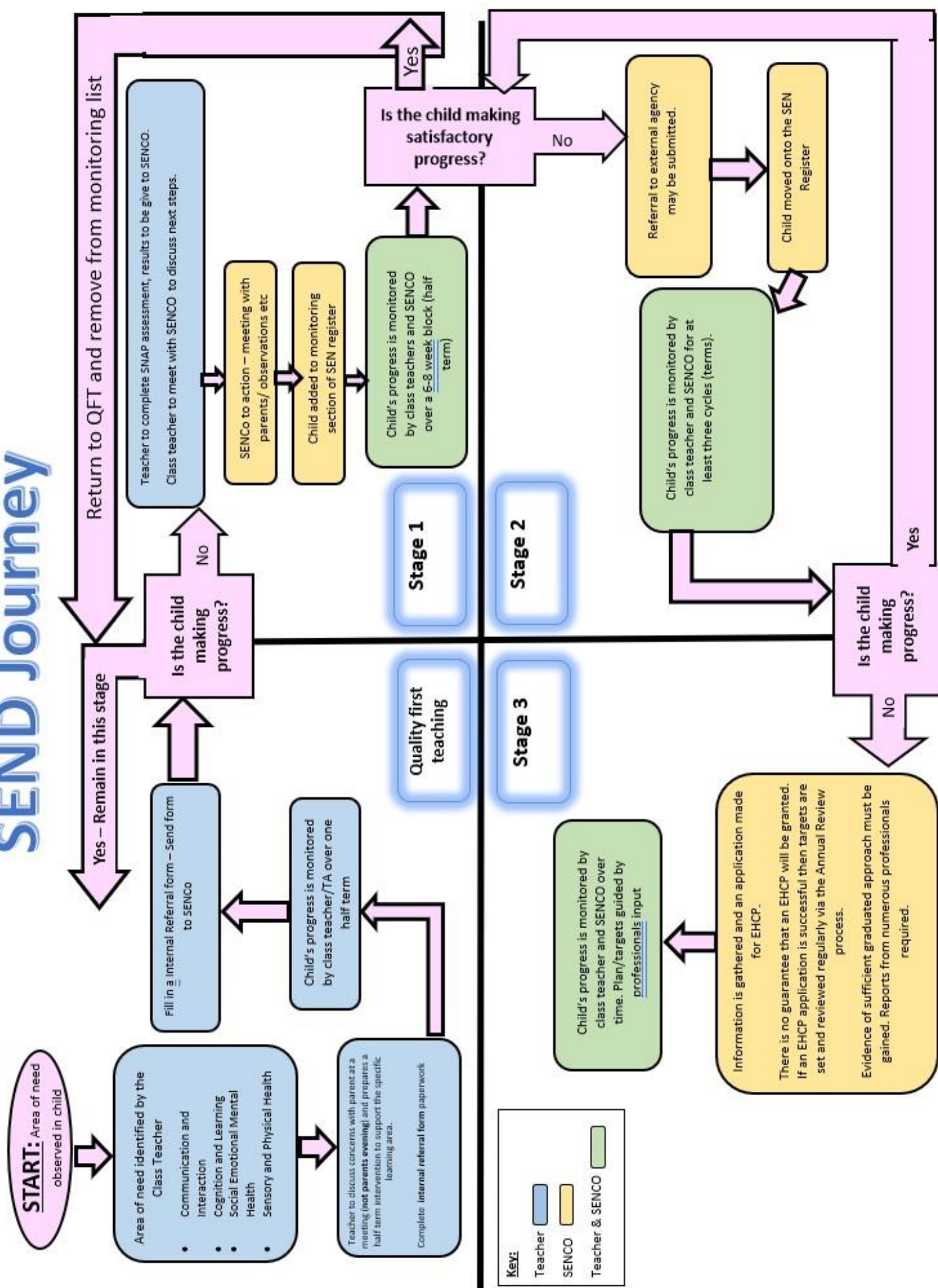
- Checking on the progress of your child and identifying, planning, and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Head Teacher and SENDCO (Special Educational Needs and Disabilities Coordinator) know as necessary.
- Writing Individual Education Plans (IEP) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff members working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND (Special Educational Needs and Disabilities) Policy is followed in their classroom and for all the pupils they teach with any SEND.

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

Parental Concerns Flow chart



SEND Journey



SENDCO

Responsible for:

- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.

Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g., Speech and Language Therapy (SALT, SESS) etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Head Teacher

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- He will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- He must make sure that the Academy Monitoring Committee is kept up to date about any issues in the school relating to SEND.

SEND Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENDCO and/or Head Teacher.

You can also refer to the 'Special Educational Needs and Disabilities Code of Practice: 0-25 years' for statutory guidance for organisations who work with and support children and young people with SEND and their parents. (link -

<https://www.gov.uk/government/consultations/revision-of-the-send-code-of-practice-0-to25-years>).

How will the school respond to my concern?

The class teacher will listen to any concerns you may have at a pre-arranged meeting. If your concern cannot be met at that meeting, then the class teacher will take some time to look into the concern and liaise with the SENDCO and/or Head Teacher. A follow up meeting will be arranged to ensure your concern is addressed and to plan any additional support your child may receive. If relevant at this stage, possible referrals to outside professionals/agencies to support your child's learning will be discussed.

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

If your child is identified as making limited progress within any of the four broad areas of need in the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years', the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals/agencies to support your child's learning

What will the school do to support my child?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do, and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class within well differentiated ability groups. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCO or outside professionals/agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that if your child has gaps in their understanding/learning then extra support will be put in place to help them make the best possible progress.

All children in school will be getting this as a part of excellent classroom practice when needed.

Specific group work within a smaller group of children

This group or one to one support may be:

- Run in the classroom or outside
- Run by a teacher or most often a Teaching Assistant who has had training to run these groups

Stage of Special Educational Needs and Disabilities Code of Practice: SEN Support

This means they have been identified by the class teacher and/or SENDCO as needing some extra support in school which could include the support from outside professionals/agencies.

For your child this could mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Teaching Assistant/Teacher or outside professional/agency - like a Speech and Language Therapist (SALT) will run these small group/individual sessions
- Parents/Carers may be invited to come to a meeting to discuss your child's needs and help plan possible ways forward.
- Some children will require an IEP (Individual Education Plan). This will be based on your child's individual needs and will describe the goals the team sets for your child during the school year, as well as any special support needed to help achieve them.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Specialist Teacher Services or Educational Psychologist. This will help the school, and you understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with you, your child, class teacher and SENDCO to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g., some individual support or changing some aspects of teaching to support them better
 - Support to set specific targets which will include their expertise
 - A group run by school staff under the guidance of the outside professional/agency, e.g., a social skills group

This type of support is available for a child who has specific gaps in their understanding of a subject/area of learning and who therefore has been identified as requiring SEN Support.

Outside professionals/agencies could include:

- Specialist Teaching Team Services (STT)
- Behaviour Outreach Support Service (BOSS)

- The Lincolnshire Teaching and Learning Centre Pathways Outreach (LTLC Outreach)
- Speech and Language Therapy Service (SALT, ECLIPS)
- Sensory Educational Support Service (SESS)
- Social Services/Child Protection
- Child and Adolescent Mental Health Service (CAMHS)
- Healthy Minds
- Family GPs
- Community Paediatricians
- Specialist Social Communication Outreach Teacher
- Physiotherapy Service
- Occupational Therapy Service
- Educational Welfare Officer
- Working Together Team (WTT)

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies can be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups and who therefore has been identified as requiring SEND Support.

How long does a diagnosis/referral take?

Referral time can vary depending upon the agency involved. Referrals to the NHS (Community Paediatrics and Speech and Language Therapy Service) take considerably longer, on average it can take up to 20 weeks to receive an appointment. Not all pupils will receive a diagnosis and/or decision. Where diagnoses are made, this can take a considerable time depending upon the individual. In many cases, a diagnosis follows several appointments, which could take more than a year.

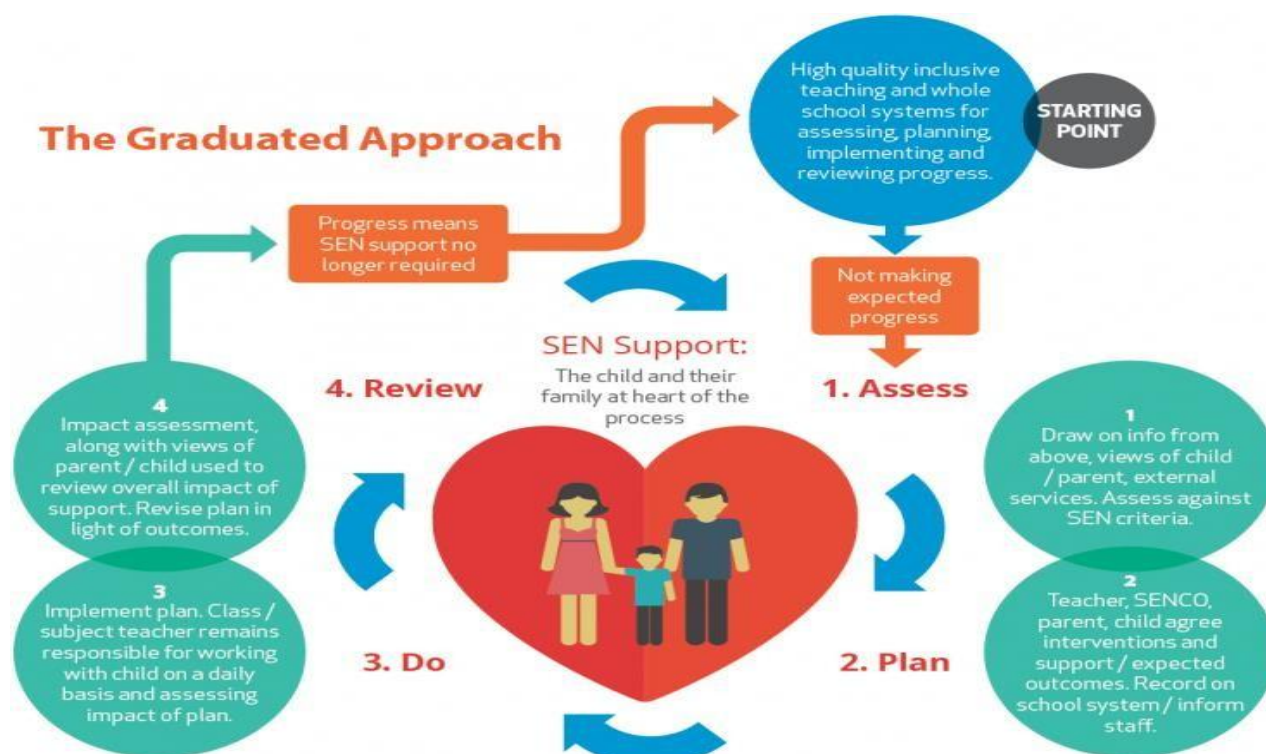
Referrals to the Specialist Teacher are made within the school and are dependent on how many referrals have been made at that point. This can take anything from two weeks to a whole school term. Where the Specialist Teacher identifies a specific difficulty, this will take approximately two weeks once the assessment has been completed.

What happens once a diagnosis has been made?

Within the federation we do not wait to put support in place. If it is very clear that a pupil has a difficulty and is struggling to learn, we will do everything that we can to help them whether they have a diagnosis or not.

If a diagnosis is made, we will ask for advice from the relevant outside agencies about how best to help the pupil. This advice will then inform any provision that we put in place for the

pupil and be shared with you and/or discussed at a meeting. We will put this advice in place straight away or once the relevant resources/equipment have been purchased.



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. Strategies and interventions 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'.

Specified Individual support

This is usually provided via an Education, Health, and Care Plan. This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.

Usually, your child will also need specialist support in school from a professional/s outside the school (as mentioned above).

For your child this would mean:

The school (or you) can request that the Local Authority carry out an Education, Health, and Care assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the school has submitted the request to the Local Authority (with a lot of information about your child), a panel of professionals address this referral at an EHC Allocation Meeting and decide whether an assessment is to happen (the panel meet once a week). An outcome will be given usually within the first 6 weeks from when the request was made. If it is agreed that an assessment should take place, then relevant agencies will be asked to write reports and submit these usually within 6 weeks of the request being made.

A Person Centered Planning Meeting PCP is then held to write a draft EHC Plan. This is held at a location accessible to all (usually the school) and is led by the Local Authority caseworker. Parents and all relevant professionals involved with the child will be invited to attend.

Finally, an EHC Multi-Agency HUB meeting is held to decide whether the draft plan generated at the MAM has been agreed or not and therefore whether an EHC Plan is necessary or not. From there the Local Authority contacts parents to name the school they would like on the EHC Plan. Parents have 15 days to respond. The Local Authority then contacts the school to see if they can meet the needs of the child. This whole process can take up to 20 weeks.

This type of support is available for children whose learning needs are:

- Severe, complex, and lifelong

If your child receives SEND Support or has an EHC plan you will be invited to regular IEP reviews which will go through your child's strengths and difficulties and set targets for them to achieve. Where possible and appropriate your child will sit in on these meetings. Children will always have their targets shared and agreed with them. Children with an EHC plan will also have an Annual Review to discuss how well they are doing, the progress they are making and next steps including targets and the type of support they will receive.

How do I get a diagnosis for my child?

Children do not receive a 'diagnosis' of special educational needs. Children will only receive a diagnosis if they have a medical need.

If you are concerned that your child has a medical need such as Attention Deficit Hyperactivity Disorder (ADHD) or Autism, you can make an appointment with your General Practitioner expressing your concerns and the need for your child to be referred to the

Community Paediatrician. The SENDCO can also make a direct referral to the Community Paediatrician. If the referral is accepted, you will receive an appointment with a paediatrician, who will give you further information and an assessment may begin.

If you are concerned that your child has a learning difficulty such as Dyslexia or Dyscalculia, the SENDCO can make a referral to the STT. A Specialist Teacher can identify if a pupil has difficulties consistent with Dyslexia or Dyscalculia and provide advice about how best to support their needs.

If you are concerned that your child has a speech and language difficulty, the SENDCO can make a referral to Speech and Language Therapy (SALT). A therapist may then assess and identify if a pupil has a specific speech and/or language difficulty and provide advice about how best to support their needs.

Referral time can vary depending upon the outside professional/agency involved. Referrals to the NHS (Community Paediatrics and SALT) take considerably longer, on average it can take between three to four months to receive an appointment. Not all pupils will receive a diagnosis and/or decision. Where diagnoses are made, this can take a considerable time depending upon the individual. In many cases, a diagnosis follows several appointments, which could take more than a year.

With or without a diagnosis we will put support in place for your child. If it is very clear that a pupil has a difficulty, we will do everything that we can to support them.

If a diagnosis is made, we will ask advice from the relevant outside professionals/agencies about how best to help the pupil. This advice will be identified on the pupil's IEP (Individual Education Plan) and shared with you and/or discussed at a meeting. We will put this advice in place straight away or once the relevant resources/equipment has been purchased.

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 school rules, including rewards and sanctions, are used consistently to support children's behaviour.
- We work closely with outside agencies to support children with emotional and behavioural needs.
- All safeguarding and child protection issues will be reported via CPOMS to Joe Hawkins (Head Teacher and Designated Safeguarding Lead), Sarah Reynolds (Assistant Headteacher), Lydia Gallaher (Family Support Advisor) and, where appropriate, Gemma Parker (SENDCO).

- PSHE is considered an important subject taught weekly and a PSHE scheme of work (SCARF) is used across the whole school.
- The SENCo is trained as an ELSA. ELSA interventions may be used to support children on a regular basis for a length of time, alongside outside agencies when needed.

Who will support my child in school?

- Qualified and experienced teachers
- Experienced and skilled teaching assistants
- Higher level teaching assistants
- Pastoral staff
- Volunteers
- Peer support
- Outside professionals/agencies

What training and expertise do staff have for the additional support my child needs?

- Class teachers/Headteacher/SEND CO
- A mix of newly qualified teachers and experienced teachers
- Key members of staff have been trained for emotional well-being interventions
- All teachers have had First Quality training in areas of English (Phonics, Reading, Writing and Spelling) and Maths
- All teachers have had training on up-to-date Dyslexia and Autism strategies and resources (on-going)
- All teachers have had First Aid training
- Key members of staff have had Paediatric emergency first aid training
- All members of staff have had Safeguarding training

All teachers have received up to date training on epilepsy, epi-pen, and individual children's specific needs

Teaching assistants:

- Key teaching assistants have been trained to deliver the Colourful Semantics programme (Speech and Language)
- All teaching assistants trained to deliver English and Maths intervention programmes
- All teaching assistants trained to deliver Phonics programmes
- Four teaching assistants hold Higher Level Teaching Assistant Status
- All teaching assistants have had first aid training
- Key teaching assistants have had Paediatric emergency first aid training
- All teaching assistants have received up to date training on epilepsy, epi-pen, and individual children's specific needs

Who else might be involved in supporting my child?

Directly funded by the school:

- SENDCO
- STT
- SEND Manager
- Sports specialist for additional sports clubs
- Educational Psychology Service
- Paid for centrally by the Local Authority or NHS but delivered in school:
- Social Communication Outreach Service
- Sensory Education and Support Team (SESS)
- Occupational Therapy
- Healthy Minds
- Physiotherapy
- Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Service (CAMHS)
- Behaviour Outreach Support Service (BOSS)

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

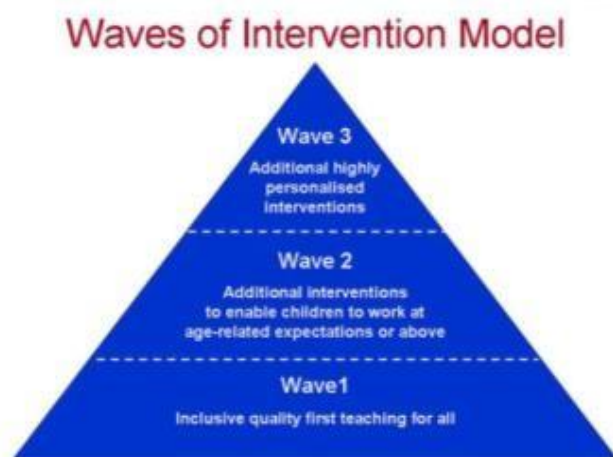
Your child will be able to contribute at all SEND reviews should the child be old enough and/or be able to contribute. They can have their views and needs expressed at the reviews, discussions with the class teacher or their views can be sought through a range of media, including pupil interviews, informal discussions, and Social Stories, etc.

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

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. They have the children's IEPs alongside their planning to ensure children with SEND individual needs are met.
- Specially trained support staff can adapt the teacher's planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted daily, if needed, to meet your child's learning needs.

Waves of Support

The waves of intervention model, describes how different levels of intervention can be understood and systematically implemented.



Wave 1 describes quality inclusive teaching which considers the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 describes specific, additional, and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs. Programmes such as Colourful Semantics, Nesy and WELLCOMM Early Years/Primary would be regarded as Wave 2 interventions.

Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

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

Parents/Carers will have two formal opportunities at Parents' Evenings to meet with your child's class teacher to discuss strengths, weaknesses, progress, etc. Further opportunities to meet with the class teacher can be made throughout the year if you or the class teacher has any further concerns.

If your child has an EHC Plan, then they will have reviews on a minimum of a yearly basis to discuss in detail the individual needs of your child and ensuring the right provision is in place.

For some children with SEND a home-school communication book can be a good link for both parties to learn more about your child daily ranging from any concerns, updates on positive learning and behaviour, etc.

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

- Your child's progress is continually monitored by his/her class teacher.
- In their reception year they are assessed based on the Early Learning Goals Ages and Stages.

- His/her progress is reviewed formally every term, and an assessment is made in Reading, Writing, Maths.
- Some children, who are working significantly below their peers, may have their progress assessed using PIVATS, which provides a structured approach to assessing, planning for learning, tracking, and measuring small steps of attainment.

At the end of Year 6 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do as the results are published nationally.

- Some children with SEND will have an IEP which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- Outside professionals/agencies also provide school with further in-depth assessments. These are usually from the STT, BOSS or SALT.

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

Your child will be allowed to attend any school club allocated to their specific year group. We endeavour to make all activities accessible for all. Where there may be some extra arrangements to be made, you can arrange to meet with the club leader to ensure safety and inclusivity for your child.

How accessible is the school environment? How accessible is the curriculum?

ICT

Our school has enough Chromebooks for a class (1 Chromebook per 2 children).

Facilities

The building is accessible to children with physical disabilities from most external doorways. There is also a disabled toilet at the front of the school and one disabled parking space.

English as an Additional Language

We use the app 'Say hi' or Google Translate to support new children and their families. We meet with families to support them completing forms and paperwork. We have many multilingual resources in school.

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

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

The reception class teacher completes pre-school visits in the summer term before the children enter our school in Reception class. She speaks with your child and their key workers to gain as much information about your child as possible. If your child has already been identified as having special educational needs, then the SENDCO will have been invited to attend a meeting at the pre-school setting. Your child will also have visits to our school in the summer term where they will get to meet the teachers, other children that will be starting the school with them and the new school environment.

Each year at our school, your child will have the opportunity to meet with their next class teacher in their new classroom. On-going meetings, IEPs reports, assessments, and observations, are shared with the next class teacher so they are aware of and able to continue with the support required.

What support is available for my child's medical needs?

- All members of teaching and support staff have a First Aid qualification to deal with minor incidents
- Epilepsy awareness training has been given to some staff members as well as EpiPen training
- All staff are made aware of individual medical needs and verbal advice is given. An individual healthcare plan can be written where necessary for further details of a specific medical condition.
- Prescribed medicines and non-prescribed medicines are not generally administered in the school, with the exception of children who have special medical needs and an individual healthcare plan. Where possible children will be encouraged to administer their own medication but, when necessary, staff will support with this – in these cases parents must give written consent for medication to be administered by a named member of staff. A chart will be kept informing you of the time and dosage the medication was administered.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have an extremely positive approach to all types of behaviour with a consistent reward and sanction system that is followed by all members of staff
- We actively seek to avoid exclusions. In most cases exclusions will be the last resort after a range of strategies have been put in place. We work closely with other agencies to meet individual children's needs (see our Behaviour policy)
- All children learn about our school values which are displayed around the school
- If a child has a behaviour difficulty, then an individual behaviour plan is written with your and your child's input to identify specific issues and put relevant support in place

- The attendance of every child is monitored daily. Issues around attendance are identified early and support for you and your child is provided to address your individual circumstances

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

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made available for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher.
- All IEPs will be shared with the new teacher.
- Additional support to take account of children's individual needs can be arranged, e.g., a child friendly book of photos and additional information to support the transition from one setting to another.

How can I be involved in supporting my child?

You can support your child by:

- attending parents' evenings
- helping your child to complete homework to a good standard and on time
- ensuring your child gets to school on time and with all the appropriate equipment
- talking to the class teacher if you have any concerns about your child ● providing lots of opportunities to speak and have conversations with your child ● read with your child and practise number skills in a relaxed and informal way.

Teachers are more than happy to share any ideas they have with you so you can top up the learning at home.

How can I access support for myself and my family?

What is the 'Local Offer'?

The Lincolnshire County Council Local Offer can be found at: [Lincolnshire FSD](#)

This contains information regarding the SEN provision across the county, you will also see a list of all the services available to you and your child. You can arrange to meet with our SENDCO who might also be able to point you in the right direction.

How do the school manage complaints regarding SEND?

We hope that complaints about SEND provision will be rare; however, if there should be a concern the process outlined in the school's Complaints policy should be followed.

Who can I contact for further information?

Mrs S Reynolds – Acting Headteacher

Miss G Parker – SENDCo

Document reviewed: September 2026