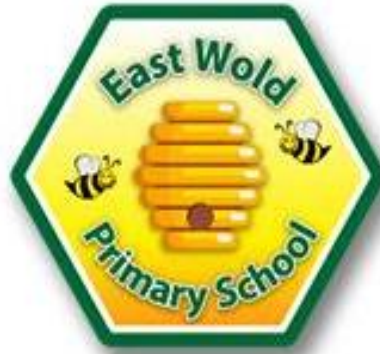




SEND Information Report 2025-2026

This report should be read alongside our SEND Policy (available at East Wold CE Primary School - School Policies (east-wold.lincs.sch.uk) or from the school office upon request).

Our small school community welcomes everyone. We aim to achieve this by providing a challenging and supportive learning environment, where each one of us can flourish. With our foundation of Christian values, we strive for excellence in all that we do. We seek to empower our community to be excited about the future.

Empowering all to flourish and succeed.

"I can do all this through him who gives me strength."

Philippians 4:13

Publish date: November 2025
Review date: September 2026





East Wold C of E Primary School

SEND (Special Educational Needs and Disabilities) Information Report 2025



SENCo:

Our Special Educational Needs Coordinator (SENDCo) is:

Alison Whitfield

alison.whitfield@thespirefederation.co.uk

Dedicated SEND time: half a day per week.

The role of the SENCo involves ensuring that:

- teachers understand a student's needs
- teachers are trained in meeting those needs
- the quality of teaching for students with SEND, and
- provision across the school is efficiently managed.



Our SEN Governors are Lauren King and Karen Chapman. They can be contacted via the school office.

Phone Number: 01507 610060

East Wold CE Primary School

Station Road

Legbourne

Louth

LN11 8LD

Email: enquiries@east-wold.lincs.sch.uk

Our School's SEND Offer and SEND policy are available on our school website: www.east-wold.lincs.sch.uk

Alternatively, copies are available from the school office.





East Wold C of E Primary School

SEND (Special Educational Needs and Disabilities) Information Report 2025



Introduction:

At East Wold Primary School, we have high expectations and offer excellence and choice for all of 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 of 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 and every child, including those with Special Education Needs and Disabilities, so they reach their full potential and enjoy their learning.

Admissions:

East Wold CE Primary School supports the guidance as set out in the admissions arrangements for our school. We do not discriminate against the admission of pupils on the grounds of a special educational need and/or disability, where their differing abilities can be catered for within a mainstream setting and/or within the existing physical layout of the school buildings. A pupil with an Education Health Care Plan (EHCP), previously known as a Statement of Educational Needs, will be given priority over other pupils, as detailed in the Local Authority's Admission codes.



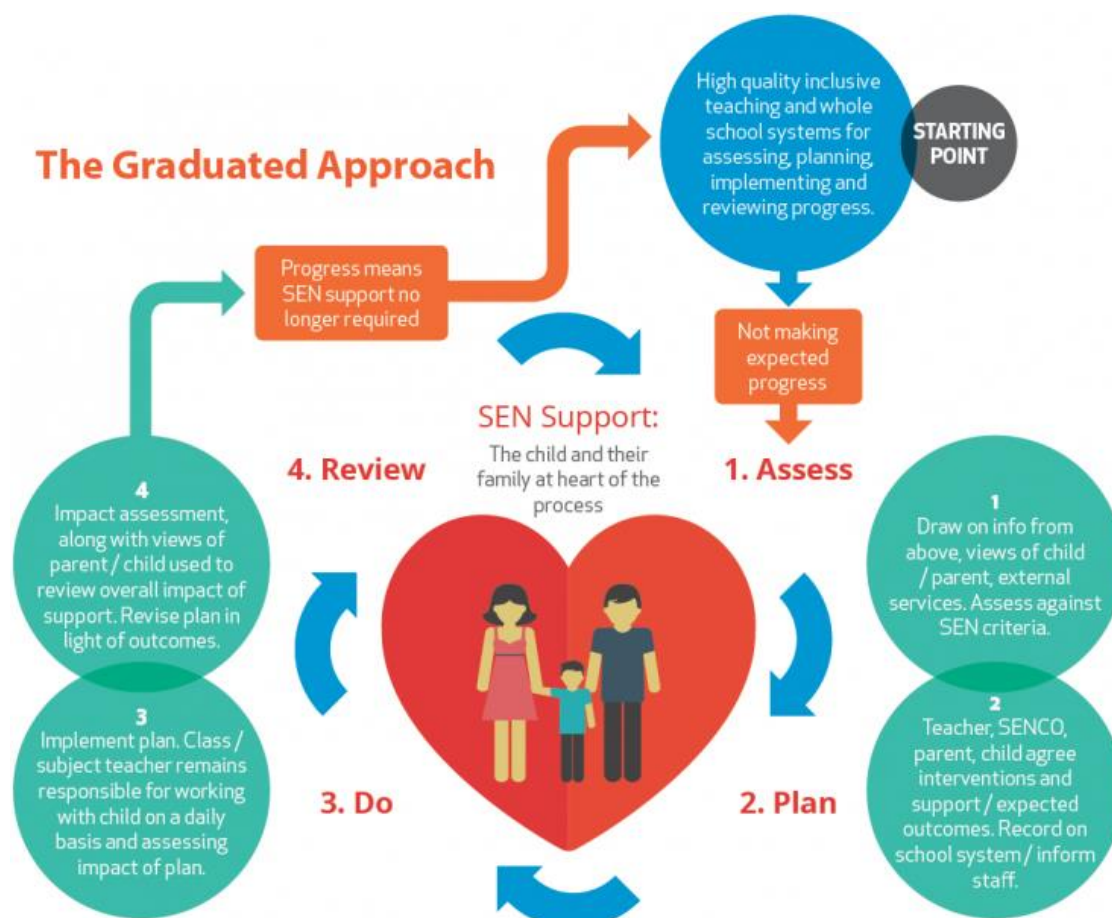
East Wold C of E Primary School

SEND (Special Educational Needs and Disabilities) Information Report 2025

Whole School Approach:

Quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



At East Wold C of E Primary School teaching staff follow the ASSESS – PLAN –DO – REVIEW cycle to ensure that all children’s learning needs are met. Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including those pupils who access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.



East Wold C of E Primary School

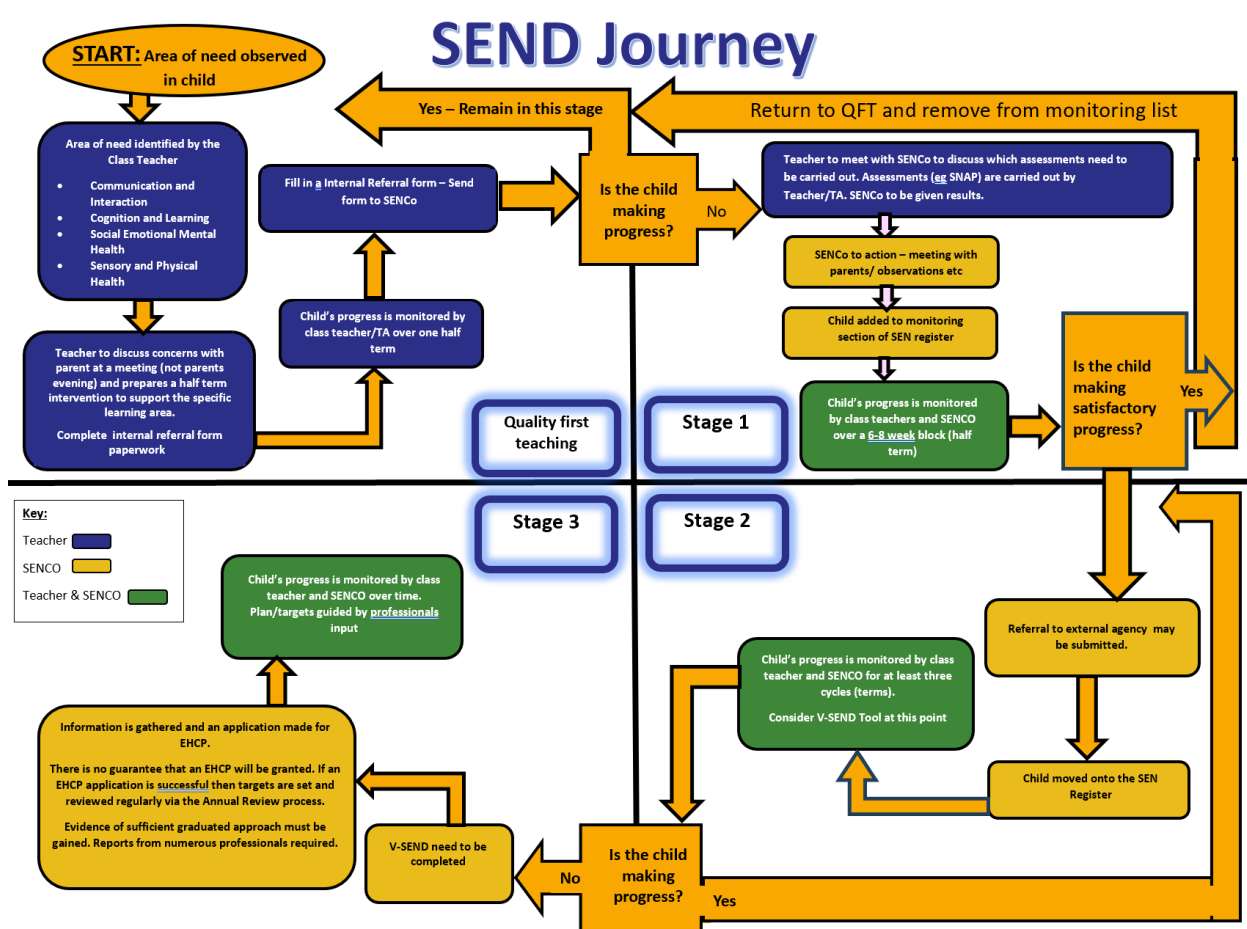
SEND (Special Educational Needs and Disabilities) Information Report 2025

How are Special Educational Needs Identified?

At our school, children are identified as having SEN through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment which are carried out by a specialist teacher.
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified.

Our School Procedures:



Our procedures allow early identification of difficulties and close monitoring of progress in response to additional provision.





SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have support from a Speech and Language Therapist, who will provide a programme of work for the school to carry out with the child. The school can also access advice from the Working Together Team and ECLIPS (Extended Communication and Language Impairment Provision for Students).

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate scaffolding being put in place. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. If a child is still finding difficulty in accessing differentiated classwork, the STT (Specialist Teaching Team) may be asked to assess them. This referral would be made with the consent of a parent or carer. After the assessment is made advice will be given. This will be discussed with the parent/carer.

Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Our school can offer support for a child via the Healthy Minds Service or counselling arranged by the school (we currently use FORTIS).



Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. The school can access advice from the Sensory Impairment Service.

As of September 2025, we have 16 children receiving some form of SEND Support, including 4 with EHCPs.

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.
SENDCo	The SENDCo will monitor the progress of all the children on the SEND register and will monitor the effectiveness of intervention for children throughout the school. The SENDCo will lead review meetings, refer children to outside agencies when appropriate, liaise with other professionals and complete relevant paperwork.
Headteacher	The Head Teacher is in overall charge of all staff in school. The Head Teacher leads the termly pupil progress meetings and ensures that provision and support is available for children with SEN. The Head Teacher meets regularly with the SENDCo to discuss provision in school for children with SEND.



Teaching Assistants	The Teaching Assistants support teaching and learning on a daily basis and have excellent knowledge of the children. They work with children 1:1 as well as in small groups and also deliver structured interventions with the guidance of the class teachers and SENCo.
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.
SEN Governor	The Governing Body of The Spire Federation has a named Governor whose responsibility is to oversee the provision for SEN and feed information back to the governing body.
Outside Agencies	East Wold Primary School works with a range of outside agencies including Speech and Language Therapists, Specialist Teachers, Educational Psychologists, Physiotherapists, Paediatricians and outreach services. Their role is to support the child, family and school with all aspects of SEND.

How does the school adapt the curriculum for children with SEND?

- All learning activities within class are planned and scaffolded at an appropriate level, so that all children are able to access learning according to their specific needs.
- The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate.
- Children with SEN will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, maths manipulatives etc
- The SENDCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEN and how resources are being used.
- The Governors agree priorities for spending within the SEND budget, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.



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 Alison Whitfield (SENCo and Designated Safeguarding Lead) and Becky Dhami (Head Teacher and Deputy Designated Safeguarding Lead),
- PSHE is considered an important subject taught weekly and a PSHE Scheme of work is used across the whole school.

What



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

We pride ourselves on our positive relationship with parents and the Federation operates an open door policy so if you have any questions about your child's progress you can make an appointment to see your child's class teacher at any time. We report in detail to parents through Parents'



Consultations which are held twice a year and via the School Report in July. Permission will always be sought before your child is assessed by an outside agency, e.g. the Specialist Teaching Team, and feedback will be given as a written report or verbally as part of a review meeting. Staff also love to share successes on an as and when basis so will often catch parents at the beginning or end of the day to celebrate individual children's achievements or progress. There are also numerous occasions throughout the year when parents are invited in to school to see the children working and performing e.g. Open Mornings, Sports Day, Church Services and Celebration Worship.

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

On entry to the Early Years Foundation Stage (EYFS) teachers complete the Reception baseline assessment on all children. At the end of the Foundation Stage, they are again 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. In Year 1, children complete the statutory Phonics Screening Check to assess their decoding and phonics skills, with those who do not meet the expected standard re-assessed in Year 2. This process includes Pupil Progress Meetings between the class teacher, Headteacher and SENCo when children's progress is discussed in relation to directing support and interventions appropriately. Formal national assessments take place at the end of Key Stage 2 and in Year 4 the Multiplication Check is undertaken.

Assessments made by outside agencies are also utilised within the school.

How is the school environment adapted for children with physical disabilities?

- All areas of the school are accessible by wheelchair.
- Accessible toilet facilities are available in the school.

How does school support the curriculum for children with SEND outside the classroom?

- All children are included in all parts of the school curriculum and all children to be included on all school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same



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curriculum areas will be provided within the school environment, wherever possible.

How does the school consult with children, young people and their parents?

Where a child is receiving SEND support, we will liaise with parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the child and ourselves. We will meet parents at least three times each year. The views of the pupil will be included in these discussions. This may be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. An Individual Support Plan (ISP) may be written at this point, outlining the need of the child, the support that is to be provided, and by whom. It will also specify a target review date.

East Wold C of E Primary School Individual Education Plan				
Name: XXX	D.O.B	Key Worker/s:		
Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and/or Sensory	
IEP Number:		Review Date:		
Parent/Carer Voice:				
Pupil Voice:				
Area of Focus	Assess	Plan	Do	Review
1. Cognition and Learning - Maths	Entry Data - please consider carefully what assessment to use as this needs to be measurable.	What are the small steps you are going to work on? Remember to make these SMART Targets: Specific, Measurable, Achievable, Realistic and Time bound.	How will you action the small steps? Who will carry out the interventions? When/how often will this be done? What strategies and interventions will be used?	Exit Data - re-take the original assessment. Evaluate the effectiveness of the plan. Has the child achieved the targets? Colour code your review (RAG) and make a few small notes on What will any new targets need to be?
2. Social, Emotional and Mental Health	XXX can currently recall 2-8 and 3-7	To memorise number bonds to 10. Correct response on 8 of 10 occasions.	Software, flash cards, posters, task cards. 3x 5 mins per week with an adult	How able to recall all number bonds to 10 every time they're asked. Next steps to work on number bonds to 20.
3. Social, Emotional and Mental Health	Currently XXX manages this in 3-2 lessons per day	To pack away and leave the classroom in a sensible manner. Pupil packs away and leaves the classroom sensibly each lesson for 2 weeks.	The class teacher should have a consistent routine for the end of lessons and acknowledge positive behaviour of class members. Pupils should be dismissed row by row.	Pupil is managing this in more lessons per day (approx. 3-4) but has not yet achieved every lesson over the span of 2 weeks. Is the target set too high or are there other circumstances that have stopped the pupil achieving this task?
3. Communication and Interaction	Currently XXX does not participate in group discussion	To contribute to a group discussion. Observed on 5 occasions.	Thinking time necessary, working with a partner or in a group, prior to oral contribution. 2:3 Discussion with a familiar adult and in paired discussions with peers before moving onto small group discussions.	Pupil has been observed on more than 5 occasions joining in with small group discussions.

What training do the staff have in relation to SEND?

- The SENDCO has her National SENDCo Award and part of her Master's degree including a specialism on autism. She has completed an NPQ in Behaviour and Culture last year.
- Some staff at our school have received training in dyslexia and autism
- Most teachers and some teaching assistants have received Team Teach Training in October 2023.
- Some staff have received Tier One training from The Working Together Team, formally Autism Outreach.
- Several staff have undertaken trauma training led by the Pupil Reintegration Team and the Behaviour Outreach Support Service.
- The SENDCo took part in the LENS project and worked with SENDCos from other schools to promote the support of SEND in the school. East Wold were a LENS testimonial school for the project.





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- The school took part in the Lincolnshire SEND project and were able to access the SEND leadership tiered approach.

How are staff deployed at the school?

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

How does the school prepare my child for transition?

All of the local secondary schools work closely with us to help us to provide all of our children with a smooth transition between settings. This may be done in a variety of ways, including:

- Year 6 children going to spend exciting taster days at the school,
- Secondary school teaching staff coming in to our school to meet children
- Staff from both settings closely discussing the needs and strengths of the cohort in readiness for the move,
- Transfer of information and assessment files.

In cases where a child may have greater needs regarding transition, additional support will be provided according to the needs of the child. This may include;

- Additional taster days at the secondary school,
- Parental involvement in 'Transition Meetings' between East Wold C of E Primary School staff and the staff of the secondary school

How can I be involved in supporting my child?

You can support your child by:

- engaging with the school;
- attending meetings;
- keeping the school up to date with any changes or information you feel is necessary to pass to the class teacher or SENCo;
- attending school events;
- supporting your child with reading, spelling, times table and homework tasks;
- providing home and wider learning opportunities.

Who can I contact for further information?

If you require any further information, help or support, please contact a





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member of our school team.

- Your Child's class teacher
- SENDCo – Alison Whitfield
- SEND Governor – Lauren King
- Headteacher – Becky Dhami

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:

Organisation	Telephone	Website/Email
LIAISE	The FIS Freephone number is 0800 195 1635 and is available 8am-6pm.	Independent support for parents is available through LIAISE. Liaise SEND Information, Advice and Support in Lincolnshire can be contacted through the Family Information Service (FIS). Alternatively you can email them at Liaise@lincolnshire.gov.uk
Kids.org		www.kids.org.uk – working with disabled children, young people and their families
Young Minds		www.youngminds.org.uk Young Minds: The voice for young people's mental health and wellbeing.
ipsea		www.ipsea.org.uk IPSEA stands for Independent Parental Special Education Advice
Lincolnshire County Council		www.lincolnshire.gov.uk – provides information on the local offer, local schools and information for parents including links to support groups. Find links here for 4all – a magazine with up to date information on SEND and activities for children, young people and families. Also find links here for short breaks for children and young people with SEND
Lincolnshire County Council Support and Aspirations	01522 782030	http://www.lincolnshire.gov.uk/parents/support-and-aspiration/





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Lincolnshire Children's Services	01522 554673	
Parent Partnership	01522 553351	www.lincolnshireparentpartnership.org.uk Parent partnership offer free confidential advice, information and support to parents and carers about special educational needs
Parentlineplus	0808 800 2222	www.parentlineplus.org.uk
PAACT (Autism Support)		paactsupport@hotmail.co.uk
Lincolnshire ADHD Support Group	01522 539939	lincoln.adhd@btconnect.com
EMC Services Equality for Minority Communities	01427 787190	emc_lincs@lincolnshire.gov.uk
Family Action	01522 69010	lincoln@family-action.org.uk
Lincolnshire Centre Grief & Loss	01522 546168	

The Local Authority Local Offer is available from:





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

Lincolnshire COUNTY COUNCIL
Working for a better future

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SEND Local Offer

Lincolnshire's Local Offer
- find everything you need to know about SEND in one place

The Local Offer brings together information for children and young people with special educational needs and disabilities and their families.

Search for services >

How does the school manage complaints in regards to SEND?

We hope that complaints about SEND provision will be rare; however, if there should be a concern the arrangements for making a complaint regarding SEND can be found in our Complaints Policy, in the policy pages of our website. Alternatively, paper copies can be obtained from the school office.

