

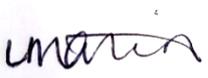
Special Educational Needs and Disabilities (SEND) Information Report



'Let your light shine!'

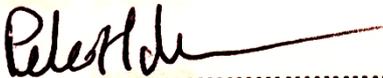
William Hildyard Church of England
Primary School

Reviewed and updated: October 2025
Next review: October 2026
Ratified by Governors: 19th November 2025

Signed: ... 

Name: Laura Martin
(Executive Headteacher)

Date: ...19.11.25.....

Signed: 

Name: Peter Hilton
(Chair of Governors)

Date: ...19.11.25.....

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

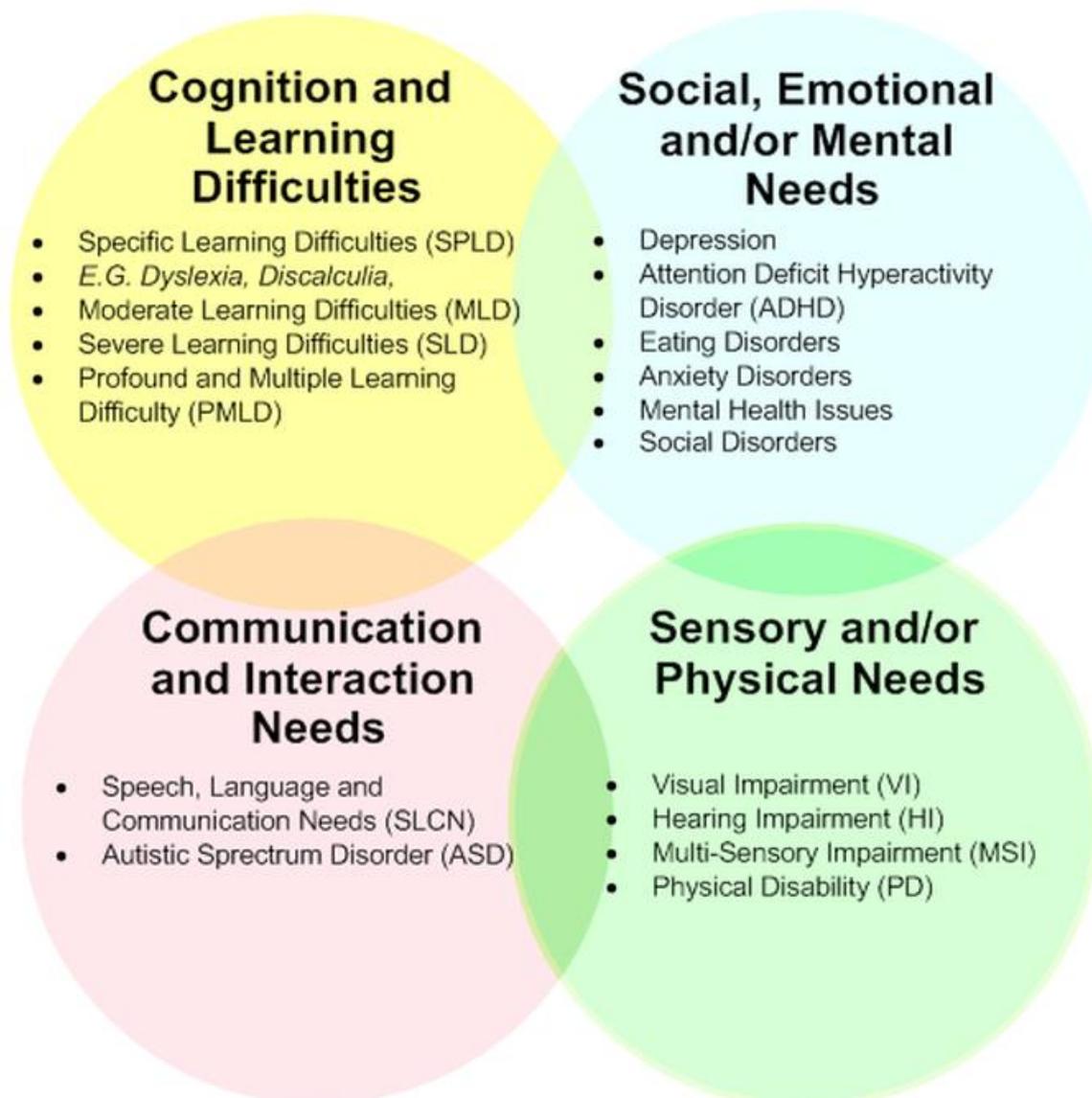
If you want to know more about our arrangements for SEND, please read our SEND policy. You can find it on our website.

What type of SEND does the school provide for?

The 2014 SEND Code of Practice (reviewed January 2015) outlines four broad areas of special educational need:

- **Communication and Interaction (CI) Needs**
- **Cognition and Learning (CL) Needs**
- **Social, Emotional and Mental Health (SEMH) Needs**
- **Sensory and/or Physical (SP) Needs**

While many children and young people have differences that fit clearly into one of these areas; some have needs that span two or more areas. Our school provides for pupils with these needs:



Who will support my child and what training have they had?

Our special educational needs coordinator (SENCO) and Designated Teacher for looked-after and previously looked-after children is **Mrs Laura Ives**.

Our SENCO holds an Advanced Diploma in Education and Psychology for Special Needs along with SENCO and SEND qualifications.

Mrs Debbie Allen is our trained emotional literacy support assistant (ELSA).

All our staff receive regular in-house and external SEND training and are supported by the SENCO to meet the needs of all pupils with SEND. Within our staff body, we have completed training for:

| CI needs | CL needs | SEMH Needs | SP Needs |
|--|--|---|---|
| Elklan Language Builders: for 5-11s | Precision Teaching | ELSA (Emotional Literacy Support Assistant) qualification | Deaf Awareness and Support Strategies |
| Including Children with SLCN: Approaches to Identification and Assessment | Specific learning differences (dyslexia and dyscalculia) | The Zones of Regulation | Visual impairment and the use of braille |
| The Zones of Regulation | Reading Ambition for All: Teaching children who need the most support, including those with SEND | Emotions Coaching | Sensory circuits |
| SCERTS (Social Communication, Emotional Regulation and Transactional Supports) | Assessing Children with SpLD | Attachment and trauma | Sensory modulation |
| TEACCH Autism (University of North Carolina) | Read, Write Inc, including one to one tutoring | NPQLBC (Leading Behaviour and Culture) | Delivering physiotherapy programmes |
| PECS (Picture Exchange Communication System) | Metacognitive strategies for high quality teaching | Therapeutic approaches | Delivering occupation therapy programmes |
| Intensive Interaction | Spelling and reading programmes | Behaviour as communication (BOSS) | Paediatric First Aid, Epilepsy, diabetes and Epi-pen training |
| Attention Autism and Curiosity Bags | | Restorative practice | |
| A whole communication Approach | | Worries and Anxious Feelings (Healthy Minds) | |
| Social Stories | | Therapeutic Stories | |
| Lego therapy | | Team Teach (positive behaviour support) | |
| Social Skills programmes | | Worries and Anxious Feelings (Healthy Minds) | |
| Making Sense of Autism (WTT) | | Working with Children Who Self Harm | |
| | | Play Therapy | |

What is the graduated approach to SEND?

The graduated approach to SEND is a person-centred, cyclical process that follows the **Assess, Plan, Do, Review** model to identify and meet the needs of pupils with SEND. Through ongoing assessment, teachers and the SENCO identify barriers to learning across the four broad areas of need and plan targeted support through strategies, interventions, and reasonable adjustments, all underpinned by high-quality teaching.

This support is detailed in an Individual Education Plan (IEP), implemented in the classroom and/or in small intervention groups, and reviewed regularly with parents, pupils, and relevant professionals.

The graduated approach ensures that provision is inclusive, evidence-based, and continually adapted to meet each child's changing needs.

What is an IEP?

An Individual Education Plan (IEP) is a personalised document that sets out specific targets, strategies, intervention and supports to help a pupil with special educational needs make measurable progress.

Developed collaboratively by the class teacher, SENCO, parents or carers, and, where appropriate, the pupil, it focuses on **SMART targets** (Specific, Measurable, Achievable, Relevant, and Time-bound) across the pupil's key area(s) of need.

The IEP outlines high quality teaching approaches, interventions, and SEND provision to be implemented, along with how progress will be monitored. It is reviewed termly to ensure support remains effective, responsive, and matched to the pupil's current needs.

What is an EHCP?

An Education, Health and Care Plan (EHCP) is a legal document that sets out a child's special educational needs, the support required to meet those needs, and the desired long term outcomes. It brings together education, health, and social care provision to ensure that the child receives coordinated and personalised support.

EHCPs are designed for children and young people aged 0–25 who require more help than is available through ordinarily available or SEND support in school. The plan is developed collaboratively with parents, the child or young person, the school, and relevant professionals, and is reviewed at least annually to ensure it continues to reflect the individual's changing needs and progress.

School or parents can request an EHC needs assessment through Lincolnshire EHC Hub.

What is the Lincolnshire Local Offer?

The Lincolnshire Local Offer is the resource from the local authority that is available to support children and young people with special needs and their parents. Found through: <https://www.lincolnshire.gov.uk/send-local-offer>.

On this website you can find Lincolnshire’s Local Offer with everything you need to know about SEND in one place. The Local Offer brings together information for children and young people with SEND and their families, including how to search for services. The resource library also includes resources for speech and language [First call :: Lincolnshire Children's Therapy Services](#) and occupational therapy: [First move :: Lincolnshire Children's Therapy Services](#)

As part of the graduated approach to SEND, further specialist support may be required to ensure pupils have the help they need. Whenever necessary we will work with external support services, provided through Lincolnshire Local Authority Offer for SEND, to meet the needs of our pupils and support their families. Other services may include:

| Communication and Interaction Needs | Cognition and Learning Needs | Social, Emotional and Mental Health Needs | Sensory and/or Physical Needs |
|--|--|--|---|
| Speech and Language Therapy Service (SaLT) Educational Psychology Service (EPS) Working Together Team (WTT) Ask SALL (SEND Advice Line for Lincolnshire) | Specialist Teaching Team (STT) Educational Psychology Service (EPS) Ask SALL (SEND Advice Line for Lincolnshire) The Virtual School | Early Help Assessment (EHA) Team Around the Family (TAF) Family Support Worker/ Social Worker Social Services and other local authority (LA) provided support services Voluntary sector organisations Behaviour Outreach Support Service (BOSS) Pupil Referral Team (PRT) Emotionally Based School Avoidance (EBSA) Child and Adolescent Mental Health Services (CAMHS) Healthy Minds Education welfare officers | Sensory Education Support Team (SEST) Occupational Therapist Physiotherapist GPs / specialist nurses |

After involvement of other services provided through the Lincolnshire Local Offer, a referral to the **Community Paediatric Team (CPT)** to seek further assessment and/or diagnosis may be made. Involvement of other services are required first to meet referral threshold of the triage team. There is currently a long waiting list for this service.

What should I do if I think my child has SEND needs?

If you think your child might have additional needs, discuss this with your child's teacher who will inform our SENCO.

You can also contact the SENCO directly: SENCO@aspire.school

If your child's teacher identifies they may have additional needs they will inform you.

Teachers will complete a SENCO referral form to seek the SENCO's advice and involvement.

We will meet with you and together decide what outcomes to seek for your child and agree on next steps.

The SENCO will add you child to the SEND register.

We will write an IEP (individual education plan) detailing the strengths, needs, targets and provision to support your child. This plan is reviewed regularly and shared with you.

How will I know if my child needs SEND support?

All our class teachers have a clear understanding of SEND and closely monitor any pupils who are not making the expected progress academically or socially. This may include progress in areas such as phonics, reading, writing, maths, language, social or emotional development, or motor skills. Through ongoing assessment, teachers identify any gaps in learning and provide additional support or interventions to address them. Most pupils without SEND make progress once these gaps are closed.

If a pupil continues to struggle despite targeted support, the class teacher will consult the SENCO and contact parents/carers to discuss the possibility that the child may have special educational needs. The SENCO will then observe the pupil, speak with them and their teacher, and review progress, attainment, and behaviour compared to peers and national expectations. Parental and pupil views are also gathered as part of this process.

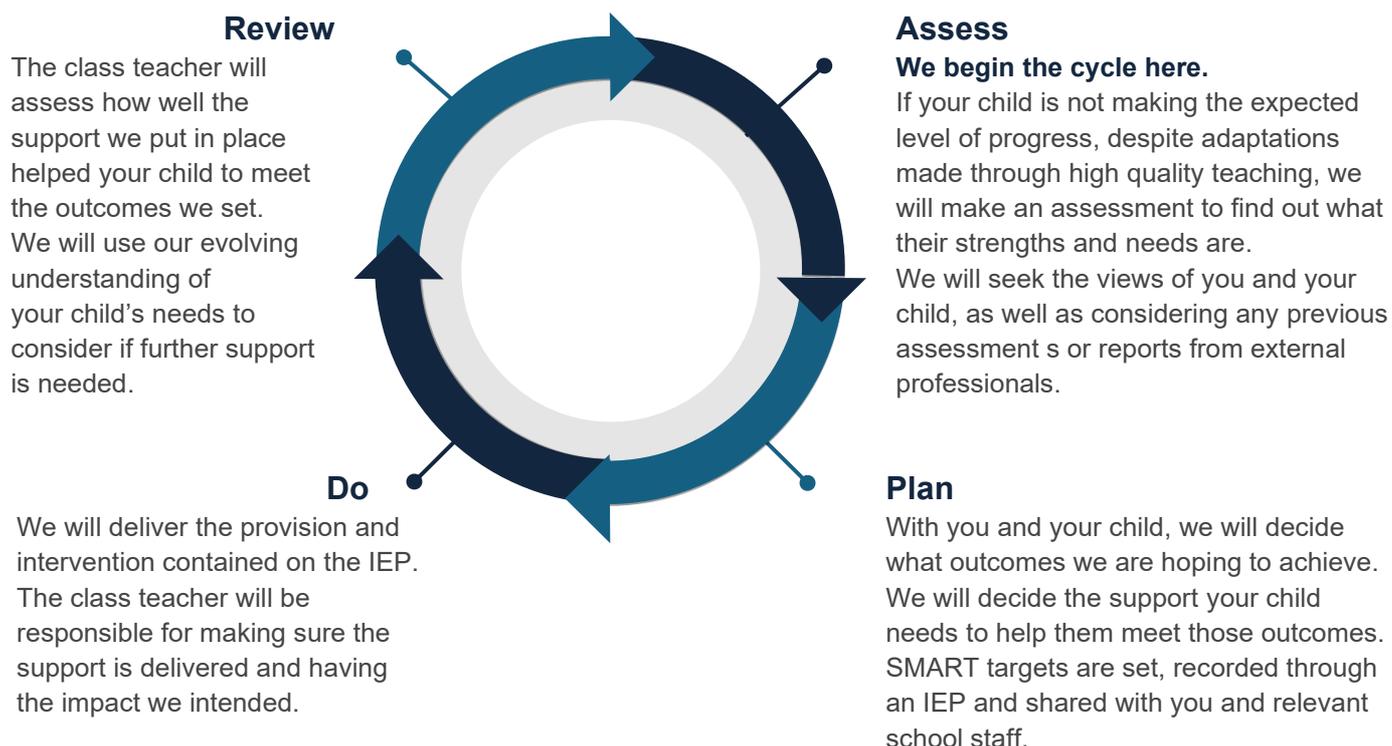
Based on this information, the SENCO will determine whether the pupil requires SEND Support, and parents will be fully involved in the decision. If support is needed, the pupil's name will be added to the school's SEND register, and an Individual Education Plan (IEP) will be developed collaboratively with parents, the teacher, and the SENCO.

For pupils with an Education, Health and Care Plan (EHCP), the IEP will include the specific provision and small-step targets that support the longer-term outcomes within the plan. In some cases, pupils with social, emotional, or mental health needs may also have a Positive Behaviour Support Plan

(PBSP) or Pastoral Support Plan (PSP), outlining consistent strategies and pastoral approaches used by all staff to promote positive behaviour and wellbeing.

How will the school measure my child's progress?

We follow the graduated approach to SEND to meet your child's needs. This is a four-stage cycle (Assess, Plan, Do, Review) designed to identify and provide targeted support. Your child and family are at the heart of this process, ensuring that provision is personalised, responsive, and effective.



As part of the planning stage of the graduated approach, we set desired outcomes for your child and create SMART targets (Specific, Measurable, Achievable, Relevant, Time-bound). These targets are supported through carefully planned interventions and provision.

Before an intervention begins, we carry out a *baseline assessment* to measure your child's starting point and track progress. We use research-informed interventions, as outlined in the Aspire SEND Handbook, and regularly monitor your child's progress towards their targets.

The Assess, Plan, Do, Review cycle is ongoing. If a pupil makes sufficient progress, additional SEND support may no longer be needed. For others, the cycle continues, with targets, strategies, and provision reviewed and refined. After two cycles, and with parental consent, we may refer the child for further assessment or involvement of external services.

There are two levels of SEND support:

- 1. SEND Support**
- 2. EHCP (Education, Health and Care Plan)**

An Education, Health and Care Plan (EHCP) is a legal document that identifies the specific educational, health, and social care needs of a child or young person with significant SEND. It outlines

the support required to meet these needs and sets clear outcomes to be achieved both in school and beyond.

An EHCP is obtained through a formal assessment process led by the local authority, which can be requested by a parent, school, or health professional. The local authority collects evidence from teachers, health professionals, therapists, and other specialists to determine whether an EHCP is necessary. If so, the plan is issued detailing the support and provision required.

In Lincolnshire, the EHC Hub is a digital portal that facilitates collaboration between families, schools, and professionals in managing assessments, plans, and reviews. EHCPs are reviewed annually to evaluate progress and updated by the local authority as needed to ensure the support continues to meet the child's evolving needs and goals.

How will decision be made about my child's education?

The IEP is reviewed at least three times a year with your child's class teacher. We hold 2 SEND parent/teacher evenings. During these meetings, you will discuss:

- Clear outcomes for your child's progress
- Progress made towards these outcomes
- The support and strategies in place to help your child succeed
- Roles and responsibilities for the school, parents, and child

The SENCO may also attend to provide additional support, and both parent and child views are sought. Termly parent meetings and an end-of-year report provide updates on your child's progress.

We recognise parents as the experts on their child and value your insight into what works best. The IEP records agreed outcomes, actions, and support, and a copy is shared with all relevant staff and with you.

We encourage ongoing communication so that we can understand how SEND provision is supporting your child both in and out of school. Please let us know if your child's needs or outcomes change, or if concerns arise between scheduled meetings, by contacting your child's class teacher.

How will my child be involved in decisions?

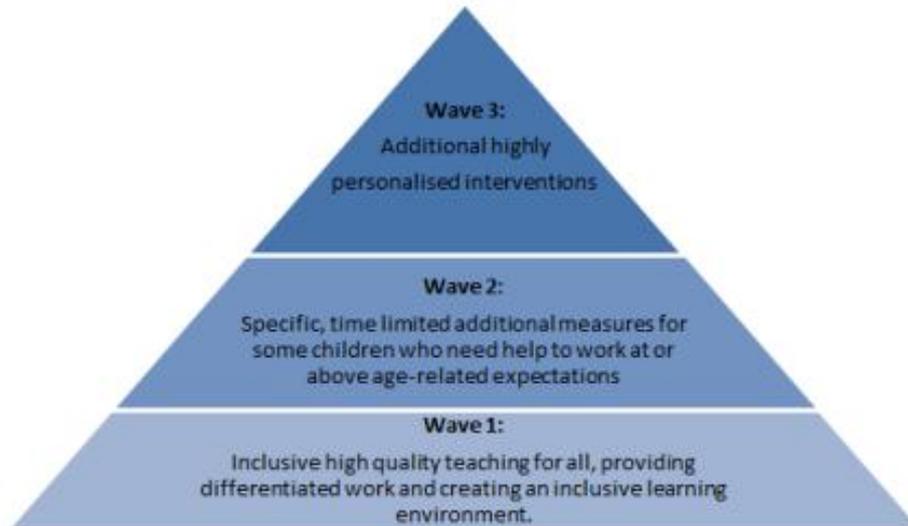
During the Graduated Approach cycle, your child's point of view is gathered. The level of involvement will depend on your child's age and stage of understanding. We recognise that all children are unique and have different needs, so we will decide on an individual basis, with your input. We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a questionnaire

We will ask your child about how they feel they are working at school, what has worked well for them recently, what they like doing and anything they think hasn't worked well. All staff who work with children with SEND spend time building trusting relationships so that children can feel safe to talk about their views and feelings of their own learning in a critical way.

How will the school adapt teaching for my child?

Teachers are responsible and accountable for the progress and development of all pupils in their class. We implement the Graduated Approach to SEND alongside the three-tier (wave) model of provision to ensure that support is targeted, effective, and responsive to each child's needs.



Teachers will differentiate and adapt their teaching to suit the way each pupil learns best. There is no 'one size fits all' approach; adaptations are personalised to support understanding and engagement.

Examples of high-quality teaching adaptations include:

- Differentiating the curriculum through flexible grouping, one-to-one support, or adapting lesson content and approach
- Adjusting teaching methods, e.g., allowing longer processing times, pre-teaching key vocabulary, post-teaching to address misconceptions, reading instructions aloud
- Using visual supports such as task chains, phonics mats, vocabulary mats, graphic organisers, or mind maps
- Metacognitive approaches to teach pupils how to think about their learning
- Sequencing or chunking learning into smaller steps to avoid cognitive overload
- Retrieval practice to reinforce knowledge and recall
- Creating a sensory and communication-friendly classroom environment
- Adapting resources and staffing as needed
- Providing sensory or movement breaks
- Using recommended aids, such as laptops, coloured overlays, visual timetables, or larger fonts
- Incorporating technology to enhance learning

We follow the *Education Endowment Foundation's* evidence-based recommendations for effective SEND practice, which include:

1. Creating a positive, supportive environment for all pupils without exception
2. Maintaining an ongoing, holistic understanding of each pupil and their needs
3. Ensuring all pupils have access to high-quality teaching

4. Enhancing high-quality teaching with carefully selected small-group and one-to-one interventions
5. Working effectively with teaching assistants to support learning and progress

We may also provide the following research- informed provisions and/or interventions as part of our contribution to Lincolnshire’s local offer:

| Area of need | Example of need | How we support pupils |
|--|---|---|
| Communication and interaction | <ul style="list-style-type: none"> • Autism • Speech, language and communication needs (SLCN) • Developmental language disorder (DLD) • Stammer | Visual timetables and now/next schedules Social stories Dual coding (combining text with visuals) Mind maps, graphic organisers, vocabulary mats and phonics mats Pre-teaching vocabulary Speech and language programmes including Elklan and the First Call resource Colourful semantics Blank’s Levels Social skills programmes TEACCH approach Attention Autism approach |
| Cognition and learning | <ul style="list-style-type: none"> • Specific learning difficulties including dyslexia, dyspraxia and dyscalculia • Moderate learning difficulties | Coloured/enlarged text Consideration of seating Precision teaching Pre-teaching Paired reading Phonics, reading and spelling interventions Maths interventions and resources (Numicon) |
| Social, emotional and mental health | <ul style="list-style-type: none"> • ADHD/ADD • Adverse childhood experiences (ACEs) • Mental health | ELSA support sessions Zones of Regulation PACE approach Therapeutic stories Forest School Playtime and lunchtime support Quiet space/workstation Regulation breaks Calm corner and fidget items |
| Sensory and/or physical | <ul style="list-style-type: none"> • Sensory differences • Hearing loss • Visual needs • Multi-sensory needs • Physical needs | Writing slope Weighted lap-pad/blanket Sensory tent Wobble cushion TheraBand Ear defenders Sensory diet, e.g. movement /sensory breaks Sensory circuit / daily mile Sensory play /stories Use of technology First Move resource Specific visual and/or hearing resources |

How are interventions and programmes delivered?

Interventions identified on a child’s IEP are delivered by teachers and/or teaching assistants, who receive regular training to ensure effective support. We use research-informed interventions, based on evidence from professional bodies such as the Education Endowment Foundation.

Interventions are often recommended through assessments and reports from professionals, including the Specialist Teaching Team and educational psychologists. Before starting an intervention, we carry out a *baseline assessment* to measure your child's starting point and track progress.

Interventions may take place in the classroom or a quieter space, individually or in small groups, promoting inclusion. Skills and knowledge gained through these interventions are explicitly taught so they can be generalised and applied across the curriculum, helping children practise, consolidate, and develop greater independence.

How will the school evaluate if the support for my child is effective?

We evaluate the effectiveness of SEN provision for your child through:

- Ongoing monitoring of progress towards SMART targets in their IEP, with a formal review at the end of each term
- Reviewing the impact of interventions and programmes after the identified time frame
- Observations and assessments, including formative (teacher) and summative assessments
- Gathering feedback through pupil questionnaires and pupil voice
- Pupil progress meetings with the teacher, head of school and SENCO
- Monitoring by the SENCO and senior leadership team
- Holding an annual review for pupils with an EHCP

How will the school secure resources for my child?

The school ensures that resources are effective to meet each child's individual needs through careful planning, assessment, and collaboration. Where a child requires additional support, the head of school and SENCO work together to identify the most appropriate resources, equipment, or staffing to enable access to learning. We prioritise the use of in-school resources and adapt existing provision wherever possible. If specialist equipment, further staff training, or external expertise is needed, the SENCO consults with external agencies for professional recommendations.

The school funds up to £6,000 of additional provision from its delegated SEND budget, and if further funding is required, an application is made to the local authority for additional support.

How will the school ensure my child is included with children who do not have SEND?

We make adaptations and reasonable adjustments to ensure there are no barriers preventing pupils with SEND from enjoying the same opportunities and activities as their peers, including physical activities. Extra-curricular clubs, school visits, and residential trips are accessible to all pupils, with additional support provided where needed to ensure full participation. All pupils are encouraged to take part in whole-school worship, sports day, performances, special workshops, and curriculum events, ensuring that every child is included in the full life of the school community.

How does the school support children with disabilities?

We are committed to ensuring that pupils with disabilities are fully included. We actively promote equality by providing personalised support and reasonable adjustments to meet individual needs. This includes increasing participation in the curriculum through differentiated teaching, improving the physical environment for better accessibility, and making information available in alternative formats using supportive technology and communication aids.

To support access, our school provides ramps, accessible toilets, adapted learning resources, and assistive technology. Our Accessibility Plan, available on our website and sets out how we continue to improve access for pupils with disabilities. This plan is regularly reviewed to ensure that our school remains inclusive, accessible, and welcoming to all.

How will the school support my child's social, emotional and mental health?

In addition to academic support, we recognise that some pupils may also need pastoral and/or social and emotional support to help them thrive. We provide this through a range of approaches, including:

- Early Help Assessments or Team Around the Family (TAF) meetings
- Emotional regulation programmes such as *The Zones of Regulation*
- The *ELSA* (Emotional Literacy Support Assistant) programme
- Group work to support engagement and participation in learning
- Social skills interventions such as *LEGO Therapy*
- Individual support focusing on self-regulation and wellbeing strategies
- Use of *social stories* to teach social understanding and expected behaviours
- Sensory and movement breaks to aid regulation
- *Forest School* sessions to build confidence and emotional resilience
- Regular *PSHE* lessons and school-wide promotion of social and emotional learning
- Daily worship and whole-school values-based education
- Strong, trusting relationships between staff and pupils
- Midday supervisors who are also TAs, providing consistency between classroom and playground

We understand that behaviour is a form of communication, and we aim to understand and meet the underlying need. All behaviour incidents are recorded on *CPOMS* and followed up in line with our Behaviour Policy, which is available on our school website.

Where a child requires additional input, external agencies may be involved to offer tailored support or guidance around areas such as anxiety, trauma, aggression, or mental health. A shared plan will be created with staff, parents, and the child, outlining triggers, strategies, and consistent responses from adults. Progress is regularly reviewed through the graduated approach.

Some children may also have a Positive Behaviour Support Plan (PBSP) or a Pastoral Support Plan (PSP), both of which follow the *assess, plan, do, review* cycle.

If attendance becomes a concern, an Emotionally Based School Avoidance (EBSA) referral and support plan may be initiated, or the Education Welfare Officer may become involved to provide additional guidance.

What support will be available for my child's transition between classes or settings?

To support pupils with SEND during transitions, we take a structured and personalised approach:

- Meetings are held with both the current and next year's teachers to discuss the pupil's SEND
- Transition activities are scheduled with the new teacher towards the end of the summer term
- When starting school, we liaise with pre-school or nursery settings
- When moving on, we share relevant information with the new setting and their SENCO
- The secondary school SENCO meets with our SENCO and/or class teacher to discuss the needs of all pupils with SEND
- Pupils are prepared through practice with timetables, social stories to manage change, developing independent organisation skills, and transition visits to their new school
- For pupils with an EHCP, a Year 5 transition review is held to ensure planning and support are in place ahead of transfer

What support is there for looked-after and previously looked-after children with SEND?

Our SENCO is the Designated Teacher for looked-after (LAC) and previously looked-after children (PLAC) with SEND and works closely with staff to ensure they understand how a child's circumstances and SEND may interact, and the implications for teaching and learning. These pupils receive the same support as any other child with SEND, with additional oversight through a Personal Education Plan (PEP). We ensure that the PEP aligns with the child's SEND support plan or EHCP so that all planning and provision are consistent and complementary. We also work with the Virtual School and other relevant services to ensure that looked-after children receive appropriate educational support and interventions.

What should I do if I have a complaint about my child's SEND support?

The school's complaints procedure is available on the school website. Any concerns about SEND provision should be raised first with the class teacher and/or SENCO. If the issue is not resolved, it will be addressed in line with the school's complaints policy.

What support is available for me and my family?

If you have questions about SEND or need additional support, please get in touch with us. For local guidance and resources, you can explore the Lincolnshire Local Offer, which provides information, advice, and support for children with SEND and their families (SENDIAS).

Parents may also find the following useful:

- **Lincolnshire Parent Carers Forum** - offering courses, workshops, and networking opportunities
- **Lincolnshire Family Services Directory** - including the SEND section with local services and support information [Lincolnshire Family Services Directory](#)

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN 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 SEN 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 (EHC) 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 SEN
- **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 that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. 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 that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages