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SEND Information Report

2026/2027

Ruskington Chestnut Street C of E Primary School

Review Cycle: Annually.		
Reviewed by:	Date:	Changes made:
Local Governing Board	July 2024	Agreed
Megan Taylor	June 2025	Updates to: Wording / services for parents
Megan Taylor/ LGB	June 2026	Updates to: Training/ services

This SEND Information report is accessible on the school website.

Hand in Hand, Together we can…Respect, Achieve, Enjoy, Believe
"And so encourage one another and help one another, just as you are now doing." (1 Thessalonians 5.11)

At Ruskington Chestnut Street CE Primary School we believe that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives,
- make a successful transition into adulthood, whether into employment, further or higher education or training (SEND Code of Practice 2014)

We offer equal opportunities for all, a responsive broad and balanced curriculum and a supportive community within a Christian family ethos. We are an inclusive school and value each individual as a member of our school family. This means that we know every child well and use this knowledge to support, encourage and challenge the different individuals and groups of children within our school. We strive to remove or reduce barriers to learning that may limit a child's attainment, progress or well-being. Equality of opportunity is a keystone of our provision for all children in our school.

Our SEND provision is also underpinned by the following beliefs:

- Children with SEND should have their needs identified, assessed and support/provision provided as early as possible.
- The views of the pupils should be sought and considered.
- Parents should be fully informed and engaged, and we recognise the fact that parents have a vital role to play in supporting the education of their children.
- We have regard to the practical guidance set out in the revised SEND Code of Practice 2014.
- All children are entitled to high quality first teaching; this quality first teaching is likely to mean that fewer pupils will require additional support.

At our school children's SEND may fall into one or more of the following four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or physical needs

How do we identify and assess the needs of children with SEND? How do we involve parents with this?

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

In addition to this we also consider:

- information passed on when the child transfers from early education provision and when children transfer between schools within the primary phase
- Evidence that a pupil may have a disability under the Equality Act 2010
- Concerns from parents or carers
- Where appropriate the views of the pupil
- The views of external support agencies

Early identification and support is essential for all children. Whilst we informally gather evidence (including views of the pupil and their parents) of a child's SEND, high quality teaching directed at the areas where additional or specific support is required and targeted interventions designed to accelerate progress will be put into place. Pupils SEN and disabilities are identified and their needs determined and reviewed in accordance with the SEND Code of Practice 2014 section 6.14-6.35.

Where pupils continue to make limited progress, despite high-quality teaching targeted at their areas of difficulty, the class teacher and the TA, working with the SEND team will assess whether the child has a significant learning difficulty.

Where it is determined that a pupil does have SEND, this will be discussed with parents/carers and with parental consent the child's name will be added to the school's SEND register.

The school operates an 'open door' policy and encourages parents/carers to discuss any concerns they may have, as and when they occur, in person, with the child's class teacher. The SENCo is also contactable through the school office.

Who is the school special educational needs co-ordinator (SENCo) and how do I contact them?

Miss Megan Taylor is the school SENCo who is contactable via the school office using 01526 832424 or enquiries@chestnutstreet.laat.co.uk.

How do we assess and review children's progress? How are parents and the pupils themselves involved in this?

Monitoring progress is an integral part of teaching and leadership at Ruskington Chestnut Street CE Primary School, both parents/carers and pupils are involved in reviewing the progress of children with SEND.

- Each child's progress will be continually monitored by his/her class teacher.

- Their progress will be reviewed formally by the class teacher, SENCo and Senior Leadership Team at key assessment points throughout the year in Reading, Writing and Mathematics.

- At the end of key stage 1 and 2, all children are required to be formally assessed using Standard Assessment Tests (SATS). In addition, at the end of Year One all children undertake a phonic check and at the end of Year 4 all children undertake a multiplication check. This is something the government requires all schools to do and are the results that are published nationally.

- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all those involved with the pupil's education.

- The class teacher and SEND team will also review the progress and outcomes for all children with SEND at least three times per year through Individual Education Plan (IEP) reviews. We call these documents Pupil Passports.

- Assessments and progress checks may also be carried out alongside external support agencies. These will be shared with parents and carers.

- There are two formal parents' evenings offered per year and a formal written report once a year for all children, these are an opportunity to discuss each child's progress and attainment. In addition, parents of children with SEND are offered additional time to discuss each child's progress and attainment.

- For some children more regular communication will be needed. The frequency of this is dependent upon the needs of the child and the agreement reached by staff and parents. Where appropriate parents will be offered a further transition meeting in the summer term to support transition to the next year group.

- The SEND team may offer coffee mornings for parents and carers to discuss SEND provision at our school throughout the academic year.

- Regular book scrutinies and lesson observations will be carried out by members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How will the school prepare each child to:

i) Join the school

Transition at our school is well planned and effective. The reception class teacher visits all children in their pre-school settings in May. All children and parents are then invited to spend a morning in the classroom and then in July all children have four afternoons in their new class. Every child receives a visual information book detailing school to support their transition and enable parents to share this with children at home. School staff have developed close links with feeder settings to enable discussion and transfer of information as children join reception. For children with SEND the reception class teacher, SENCo and/or Headteacher will endeavour to attend any review meetings prior to them starting school and will work with their pre-school setting and external agencies to create a Transition Support Plan.

The SENCo will closely liaise with other settings where a pupil is admitted to Ruskington Chestnut Street CE Primary School at any point throughout their primary years.

ii) Transfer between phases of education (e.g. primary to secondary)

- Discussion about transition for pupils with an EHCP begins at the year 5 review meeting for transfer to KS3.

- Plans for those pupils with SEN requiring extra transition arrangements, in addition to the standard transition arrangements, will be formulated on an individual basis.

- Extra visits to schools can be arranged for pupils with SEND, where applicable.

- The SENCo/ teaching team meet with a member of staff from the local secondary schools to discuss children with SEND and invite them to attend the child's review meeting as appropriate.

- At the end of year 6 all SEND records are transferred to the receiving secondary school.

iii) Transfer between classes and year groups within our school

- Staff (from both current and next class) take part in summer transition meetings to discuss the needs, progress, provision and next steps for all children with SEND. Parents may be invited to these if appropriate.

- Children have at least half a day with their class and staffing for the following academic year. For some children additional sessions are planned and delivered throughout the summer term.

- Children have photo books with key staff and classroom information in the summer term.

- We may provide visual timetables and calendars for over the summer holidays to support this transition at home.

- We offer drop-in sessions on the first INSET day for the year for pupils and parents to see the classrooms and staff and re-familiarise themselves prior to the first day of the school year.

Our approach to teaching children and young people with SEND

Once the child's needs have been identified and discussed, we use a four-part cycle to support the pupil to make good progress. This cycle ensures that earlier decisions and actions are revisited, refined and reviewed with a growing understanding of the pupils' needs.

This four-part cycle consists of:

1 Assess – a clear analysis of the child's needs, parental concerns and their response to in-class support and interventions is recorded and reviewed regularly.

2 Plan – The teacher, the SENCo, and support staff should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

3 Do – Interventions, additional support and/or different resources are put in place to support the child's progress. This could involve working with the class teacher or a teaching assistant.

4 Review – The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date. This review involves the views of all staff that work with the child, parents and the child themselves.

For children with an Education Health Care Plan (EHCP) their EHCPs are reviewed annually in line with local authority guidance.

How are adaptations made to the curriculum and the learning environment of children and young people with SEN?

All children's needs are met through the high-quality first teaching we provide. The teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Our learning environment is designed with the needs of all children in mind and we are constantly evaluating this. Please see the Accessibility Policy on the school's website for further information regarding this. All classes have access to additional adult support from highly trained teaching assistants to further support the learning as required.

Children with SEND will be further supported in a range of ways dependent upon their needs; this is regularly reviewed and discussed with parents.

Support could include:

- Small group work either during or in addition to lessons

- Additional intervention programs, these may take place in a group, pair or individually with an adult.

- Peer support

- Daily reading with an adult (including volunteers)

- Use of ICT to support learning for example word processing for writing or a voice recorder to capture oral responses.

- Use of other resources to support learning for example pencil grips, writing slopes, fiddle toys and coloured overlays.

- The curriculum may be adapted to reflect the needs of a child.

- Activities will be planned and adapted for a child's needs.

- Interventions and programs provided by external agencies.

What training have staff supporting special educational needs had and what is planned?

There is an on-going programme of training in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with Special Educational Needs.

Recent training has included sessions on:

Mental Health in Children

Diabetes training

Lego therapy training

Autism Excellence Trust, Tier 1

Making Sense of Autism

Supporting sensory needs within the classroom

Supporting social and emotional needs within the classroom

Team Teach Training

Speech and Language Therapy Training

Dyslexia Training

Behaviour as a form of Communication BOSS training

De-escalation and physical intervention training

PRT referral training

BOSS Train the Trainer

Unconditional Positive Regard training

Adaptive Curriculum

Future planned training includes:

Further Working Together Team training

Further BOSS training

Further mental health support and training

Our SENCo meets regularly with SENCo's from other local schools at SEND briefings and local network clusters where advice and strategies can be gathered and exchanged.

What specialist services and expertise are available or accessed by the setting/school?

The school continues to build strong working relationships and links with external support services to fully support our SEND pupils and aid school inclusion. We invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is responsible for liaising with the following:

- Local Authority advisors including those for Specialist Teaching Team Service, Behaviour Outreach Support Service, Pupil Reintegration Team, Working Together Team and the Sensory Education Support Services

- Therapists including those for Speech and Language, Occupational Therapy and Physiotherapy

- Health Services including the School Nurse, Healthy Minds, Mental Health Support Team (MHST) and Child and Adolescent Mental Health Service (CAMHS)

- Educational Psychology Service

- Social Services

- Outreach services including Voluntary Services and charities

- Health Service for more complex medical issues

The need for support from an outside agency will always be discussed with parents before we initiate any involvement.

How do we evaluate the effectiveness of the provision made for children with SEND?

The effectiveness of our provision for children with SEND is evaluated through the process of rigorous tracking, data analysis, scrutiny of planning and work. In addition, the SEND governor undertakes regular reviews of SEND provision with the SEND team.

How will my child/young person be included in activities outside the classroom, including school trips?

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. In addition, our Breakfast and After school club has policies in place to support this. Where necessary, we meet with parents/carers to discuss any additional support that may be required.

What support will there be for my child/young person's overall well-being?

As a small school we are very proud of the support that there is available for your child's emotional and social wellbeing. Our first strength is the children themselves and we often find that children who struggle in this area respond well to their peer group. Secondly, all our staff are approachable and focused on supporting children in all areas of their wider life. The family ethos means that all children are well known to all staff and therefore there is a shared understanding of any additional needs your child may have.

Every child with SEND has a Pupil Passport which details their views, strengths, areas of difficulty likes/dislikes, interests and motivations. This is reviewed with the child at least annually and ensures their views inform our provision for SEND. Furthermore, the school council and use of questionnaires and pupil interviews add to our picture of the pupils' views.

There is effective provision in place to support individuals and avoid exclusion, increase attendance and manage medical needs. We also have a robust anti-bullying policy in place. If you require any support or further information in these areas, please speak to the class teacher, SENCo or Headteacher.

What do I do if I have a concern or complaint about the SEND provision made by the school?

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. 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.

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.

Where can I find further organisations/ services who can provide additional support to parents/carers/young people?

The **Lincolnshire Parent Carer Forum** may be able to offer further support or information:

Telephone: 0845 33 11 310 Email: admin@lincspcf.org.uk Website: www.lincspcf.org.uk

They also run friendly and welcoming coffee mornings for parents and carers.

Parents/carers can gain important advice and support from **Liaise**:

Tel: 0800 195 1365 Email: liaise@lincolnshire.gov.uk Website: www.lincolnshire.gov.uk/liaise

Here4You may be able to offer support with mental health:

Tel: 0800 234 6342 Email: info@here4you.co.uk Website: www.here4you.co.uk

The SEND Local Offer covers public services that are available within:

- Education: e.g. nurseries, playgroups, schools and colleges as well as support services like educational psychologists, early years and early intervention workers
- Health: e.g. GPs, paediatricians, school nurses and therapists
- Social care: e.g. respite services and children's disability services.

It should also enable you to find out what support and services are available in the voluntary and private sectors, for example from charities and disability groups, nurseries, youth clubs etc, both in your immediate area and across Lincolnshire.

The SEND Local Offer aims to highlight opportunities for children and young people who have additional needs to engage in a broad range of activities, from cinema screenings for children with specific needs, to evening clubs like cubs/scouts or brownies/guides running during the week, to specific events offered during the school holidays.

Website: SEND Local Offer – Lincolnshire County Council