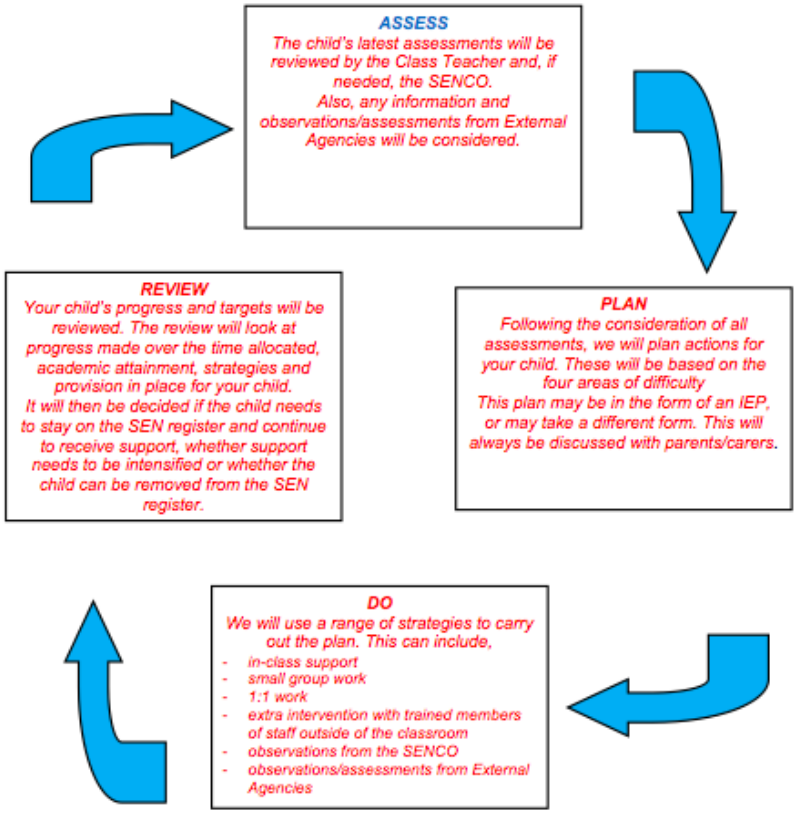
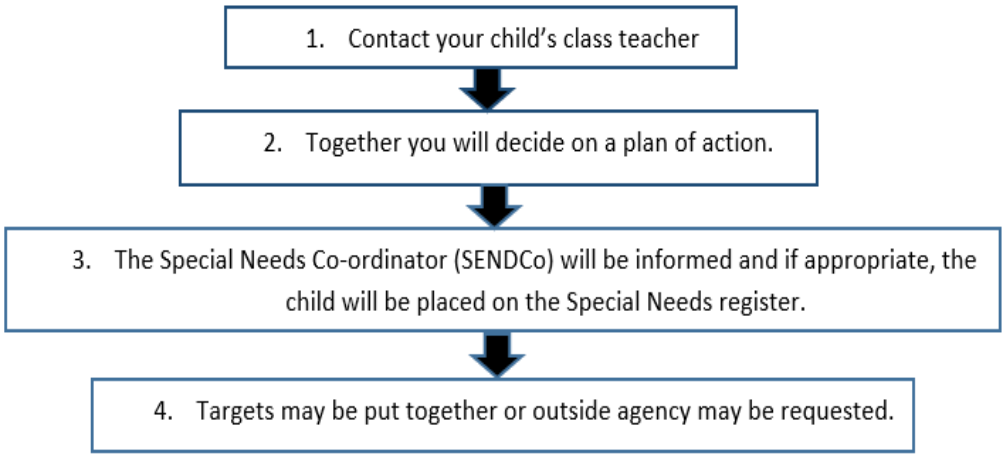
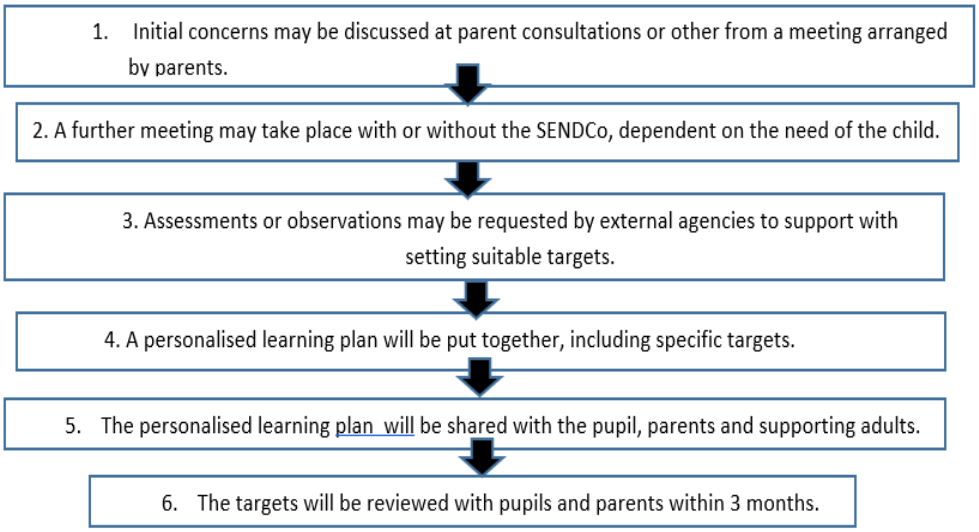
Waddingham Primary School- SEND Information Report

2026-2027

SENCo	Jenna Richards – jenna.richards@waddingham.lincs.sch.uk
How does our vision impact our SEND practice?	**Thrive:** We create a safe, nurturing environment where all learners feel valued and supported. Through tailored interventions, emotional regulation strategies, and access to specialist resources, we enable children with SEND to thrive academically, socially, and emotionally. **Believe:** We foster confidence and self-belief by celebrating individual strengths and achievements. Our staff work closely with pupils and families to set ambitious yet achievable goals, ensuring that every child believes in their ability to succeed. **Achieve:** We prepare children for life beyond school by developing independence, resilience, and a love of learning. By removing barriers and promoting equality of opportunity, we empower pupils with SEND to flourish in all aspects of their lives.
A whole school approach	High quality first teaching and a full curriculum offer with additional intervention and reasonable adjustments ensure a high-quality whole school provision. We embed our high expectations among staff to promote quality first teaching and the application of reasonable adjustments and personalised approach to teaching and learning. Underpinning all our provision in school is the graduated approach cycle of: 
What are the four areas of SEND?	Waddingham Primary School is a Mainstream School. The provision we make for Special Educational Needs and Disabilities within our school reflects the high expectations we have of all our pupils. We ensure that all pupils with SEND receive their entitlement to a broad, balanced and differentiated curriculum enabling them to develop their full

	potential. **Communication and interaction (CI)** Speech and Language and Communication Needs (SLCN) Autistic Spectrum Disorder (ASD) including Asperger's Syndrome **Cognition and learning (CL)** Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) **Social, Emotional and Mental Health Difficulties (SEMH)** Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD) Attention Deficit Hyperactive Disorder (ADHD) Attachment Disorder (AD) **Physical and Sensory Needs** Vision Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability (PD)
What should I do if I think my child has special educational needs?	Talk to your child's class teacher in the first instance to share your concerns. Please don't wait until teacher consultations, we operate an open door policy where we work together to support your child. 
How will the school respond to my concern?	Class teachers will share concerns by speaking to the SENDCo to seek advice. A meeting may then be held with any staff members and you to discuss concerns and next steps. Your child might receive additional support and be added to the SEND register (you will be informed if they are) Outside agencies might be requested to assess and/or make observations of your child.

	
How will the school decide if my child needs extra support?	Teacher assessments and termly pupil progress meetings could identify if your child is working below age related expectations. Adult observations over a period of time (by class teacher, teaching assistants, midday supervisor, SENDCo). Pupil discussions – do they find something challenging? (this could be academic; communication; social, emotional or behavioural; physical). Parent discussions (as detailed above). Discussions with external agencies may raise concerns, such as health professionals. Discussions with feeder nursery schools (for new EYFS starters). Discussions with parents/carers about concerns.
What will the school do to support my child?	Targeted intervention will be put in place to support your child, based on assessment of their needs. This will be reviewed regularly. Depending on the need of your child they could work in a small group or have individualised support. Targets will be set and progress will be monitored by the class teacher and SENDCO at regular review meetings, which parents/carers are invited to attend and share their views. The views of the child will also be gathered. The process of providing support is through an Assess, Plan, Do, Review Cycle. The SENDCO and Class Teacher will track the intervention and parents/carers will be informed if a child is making limited progress

Who will support my child in school?	
Who?	How and Why?
Class Teacher	Monitor and assess your child and set targets to support them with their learning. Will be ultimately responsible for the effectiveness and the delivery of the intervention, working alongside Teaching Assistants. Delivers High Quality First teaching, sets targets based on your child's needs. Will lead review meetings and complete relevant paperwork with child and parent.
SENDCO (Mrs J	Liaise with outside agencies to ensure the correct support is provided.

Richards)	Make referrals to outside agencies, where necessary. Direct staff to ensure that targets set can be met. Plan the interventions. Will support with effective target setting Monitors the effectiveness intervention groups through the use of provision maps for each year group Carries out observations and pupil interviews Will support review meetings and support completion relevant paperwork Works alongside outside agencies to ensure pupils receive the best support.
Teaching Assistants	Day to day support with the children (working in groups/1:1). The teaching assistant might provide additional provision/intervention e.g. handwriting, reading. Directed by the teacher to support the targets set on personalised learning plan: May provide support for reading, spelling, memory games, structured programmes, basic maths skills either through enhanced adult support
Specialised teaching Assistants	Some of our teaching assistants have had specialist training for different interventions e.g. speech and language and social and emotional support.
Additional agency support	May complete assessments or observations to support with further details regarding your child's need Will support with target setting Will be involved in the review process and deciding next steps
SEND Governor Kerry Jones	Overseeing the provision of SEND. Monitoring how school meets the needs of children with SEND.

What training and experience do the staff have for the additional support my child needs?	In school we have staff trained in: Safeguarding and Child protection including online Medical training Precision teaching Language for thinking Social Stories De-escalation strategies BOSS Read Write Inc ELSA Feelings detective Sensory Circuits Tier 1 training
What support will there be for my child's emotional and social well-being?	All staff build up a strong positive relationship with the pupils. We have a trained ELSA; Mrs Cousins who work with children to help remove children's social and emotional barriers to learning. Working with children on a 1:1 or small group basis to provide additional emotional and behavioural support. Mindfulness activities are done in class to help children understand and cope with their emotions. Regulation breaks take place regularly in all classes. All child protection issues will be reported to Jenna Richards (Head Teacher) and Lisa

	Wood (Senior teacher). We have a clear Relationships and Restoration policy (please visit the school website for a copy).
How will my child be involved in the process and be able to contribute their views?	Review meetings always take note of children's views, and they contribute to their own targets. Passports are developed with these pupils views to ensure all adults can be supported with how best to work with your child. Personalised learning plans are developed including your child's views Social scripts may be used with your child to support their needs. Proud books may be used to share communication between school and home. Children have a 'It's Good to be me' booklet to track success against personalise targets. Scripts may be developed to ensure that staff communicate in a way that meets your child's needs.
How will the curriculum be matched to my child's needs?	When planning lessons teachers make reasonable adjustments to activities so that all children in the class can access the curriculum and fulfil their potential. All children learn differently and teachers take that into account making sure that the lessons meet a range of needs. ICT might be used to support children's learning. Learning/talk Partners are used regularly to support and challenge learners. Carpet spaces/ seating for learning is organised to support achievement for all. Concrete apparatus may scaffold learning E.G. Numicon, Hundred squares, Number lines, Alphabet strips, sound mats, spelling cards. Visual aids may be used to support where needed E.G. visual timetables, working walls, word mats The provision in classes may be enhanced to meet needs. Interventions may be planned to offer additional support. Adults use scaffolds to support children to access the curriculum, developing their independence.
How is behaviour supported in school?	If your child has specific difficulties regarding behaviour the Lincolnshire Ladder of Behavioural Intervention will be followed. Step 1 - Pastoral Support Plan (PSP) will be put into place. This will outline targets and support in order to help a child improve their social, emotional and behavioural skills. These targets will be adhered to by the relevant staff and any necessary interventions will be put into place to support your child. The PSP will be reviewed regularly with the child, parents/carers and relevant members of staff. Step 2 - If behaviour issues continue despite intervention, a referral to the Behaviour Outreach Support Service (BOSS) will be contacted to request further support and advice. A child will be assigned a BOSS worker who will establish targets and will come and work with the child in school. Step 3- A referral can be made for a 16 week intervention placement at an alternative provision.
What opportunities will there be for me	Appointments can be made with your child's class teacher or with the SENCO. There are teacher consultations three times a year, where you can discuss your child's achievements, needs, support and next steps. In addition we have three times a year

to discuss my child's attainment and achievement? How will I know how well my child is progressing?	SEND meetings for teachers and parents review current targets and set new ones. A school report is sent out at the end of the academic year. If an outside agency has been involved with your child you will be sent a copy of any observations or reports that they have made. Parents/carers can arrange meetings with class teachers and SENCOs to discuss any observations and reports that have been received. If your child has an education and Health Care Plan (EHCP) then a formal meeting will take place to discuss your child's achievements and a report will be written (annual review).
How does the school know how well my child is doing?	National curriculum requirements for each Year group Early Learning Goals – for children working within the Foundation Stage Reading and spelling age assessments Standardised assessments (Specialist Teacher) – gives us a clearer picture of areas of strength and development against children nationally Pupil progress meetings which take place between the Head teacher, class teachers and teaching assistants. In these meetings a discussion takes place regarding all individual children and what further support and challenge can be given to aid their progress. Individual targets – through a personalised learning plan and pastoral support plan Standardised assessments (completed by outside agencies) give a clear picture of areas of strength and development. Every child's progress is tracked on a regular basis and pupil progress meetings are held at the end of every term. If your child is not meeting age-related expectations additional support is put in place.
How will my child be included in activities outside the classroom including school trips?	All pupils will be able to go on extra-curricular visits that are planned to enhance learning. Parents/carers will be information about these visits in advance. Pupils are prepared for visits so that they know what to expect and what is expected of them. A risk assessment is completed by the lead teacher and all additional needs of children are taken into account. On occasion, parents/carers might be invited on the trip to support their child.
How accessible is the school environment?	Ramps are available if necessary Use of ICT, such as digital devices, may support access. Link to accessibility plan can be found on the school website
How will the school prepare and support my child to join the school?	EYFS teachers visit pre-school settings and spend time getting to know and build relationships will children. Parents/carers are invited to induction meetings before your child starts school. If your child has any additional needs, pre-school setting invite SENDCo or Reception teacher to review meetings that occur in the summer term. EYFS teachers are given any relevant information about the child from their current key worker. If your child is starting mid year, the previous school will send any relevant information across and the SENDCo will liaise with the previous school SENCo.

	Transition sessions take place for children to become familiar with the setting and adults.
How will school prepare and support my child to transfer to secondary school?	We will provide all the relevant information to your child's new school concerning their additional needs. We may organise additional visits for your child. We may complete transition books/ create books to support your child in becoming familiar with new routines of school, e.g. Photos, maps etc. The new school is invited to reviews in the term before the transition takes place.
How are children supported with transition between year groups?	A detailed handover takes place between the class teachers to ensure a smooth transition can take place. Dedicated transition afternoons take place so children spend time in their new classrooms. Additional transitions will take place for pupils who need more support Transitional booklets can be created if necessary
How will I be involved in supporting my child?	You will be invited to any discussions/meetings with outside agencies if and when necessary. You will receive a copy of any notes, observations and reports that the outside agencies write. You will be invited to attend review meetings and complete parent/carer views form. You will have a copy of your child's targets so that you can support your child outside of school.
What measures are there to prevent bullying?	We have a range of strategies to reduce bullying, raise awareness of bullying and support victims and those displaying bullying behaviour including: Consistent promotion of the school's policy which requires all pupils to respect the rights of others. Training for staff on our policies. Supervision by our team at lunch times and breaktimes. Safeguarding and inclusion meetings held regularly. Swift and decisive action by Head Teacher Internet safety education is delivered to all year groups, including online bullying. Mobile phones are not allowed in school. The celebration of all pupils' backgrounds and cultures through assemblies, curriculum projects and curriculum coverage. The Equalities Policy is updated and available. Pupils discuss and explore bullying issues during circle time, PSHE sessions, through curriculum projects. Effective school recording systems using CPOMS. Work with multi-agency teams including police as appropriate. Honest and open discussions with the parents of any pupils involved in bullying. Challenging sexual content within verbal abuse, specifically homophobic and gender abuse/discrimination. Including protected characteristics as part of our curriculum.
What can I do if I think my child	A request can be made by the school to the SEND team if the child has demonstrated

meets the criteria for an Education, Health and Care Needs Assessment (EHCNA)?	significant cause for concern. The evidence will include: ✓ Previous personalised learning plans and targets for the pupil. ✓ Records of regular reviews and their outcomes. ✓ Records of the child's health and medical history where appropriate ✓ Attainment against the National Curriculum age related outcome for English and Maths. ✓ Outside agency reports ✓ Views of the parents. ✓ Views of the child Parents can also apply for an Educational Health Care Needs Assessment https://professionals.lincolnshire.gov.uk/homepage/67/ehc-hub

Who else might be involved in supporting my child?			
Name	Service	When are they in school?	How do they help?
Rachel Rickett	STT (Specialist Teaching Team Service)	When requested	Assessment for learning difficulties (including the identification of dyslexia) Support the staff
	Speech and language therapist	When working with children.	Assessments of speech difficulties and language acquisition Advice to staff Direct teaching
	Working Together Team	When requested	Observations to support pupils with social, communication difficulties including those with autism Target setting Advice to staff
	School Counsellor/A different angle	When requested	Support children with emotional needs.
	BOSS (Behaviour Outreach Support Service)	When needed	Working with children with who display behaviour that challenges. Interventions to support children and groups of children focussing on social

			and emotional skills, anger management etc. Training and development of staff.
Cleo Allan	Educational Psychologist	When needed	Observations Advice and recommendations to staff
	Community Paediatricians	Appointments are in clinic or online at home	Assessment for ASD, ADHD and neurodevelopmental concerns
	Healthy Minds	When needed	Individual and group support, parental workshops and sign posting
	Early Help	Early Help Workers help in the home	Supporting within the family home

How can I access support for myself and my family?		
Organisation	Telephone	Website/Email
Lincolnshire County Council Support and Aspirations	01522 782030	http://www.lincolnshire.gov.uk/parents/support-and-aspiration/
Liaise (SEND information, Advice and Support in Lincolnshire)	0800 195 1635	https://www.lincolnshire.gov.uk/liaise Contact them on: liaise@lincolnshire.gov.uk
Parentlineplus	0808 800 2222	www.parentlineplus.org.uk
PAACT (Autism Support)		paactsupport@hotmail.co.uk
Lincolnshire ADHD Support Group	01522 719173	lincoln.adhd@btconnect.com
EMTET (Ethnic Minority and Traveller Education Team)	01427 787190	https://www.lincolnshire.gov.uk/parents/schools/sen/support-services/ethnic-minority-and-traveller-education-team/
Family Action	01522 69010	lincoln@family-action.org.uk
Special Educational Needs Services Group- Lincolnshire	01522 553332	
Lincolnshire Children's Social Care	01522 782111	
Lincolnshire Children's services	01522 554673	
Lincolnshire Centre Grief & Loss	01522 546168	http://www.lcgl.org.uk/

The Lincolnshire County Council Local Offer (SEND information report) contains information regarding the SEN provision across the county. It can be found at:

https://www.lincolnshire.gov.uk/start-send/what-local-offer

Further details

Please visit our website for our policies which include SEND, Relationships and Restorative, Accessibility and Antibullying and Complaints.

J Richards

Dated Reviewed and Approved by the Governing Body: ……..

Signed: …….

Chair of Governors

Review Date : November 2027