SpiresFederation



SEN(D) Information Report

Date: September 2026

Review Date: September 2027

Introduction

At the Spires Federation, we are committed to offering an inclusive and adaptive curriculum to ensure the best possible progress for all our pupils whatever their needs or disabilities. 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 families and through appropriate 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 Educational Needs and Disabilities, so they reach their full potential and enjoy their learning.

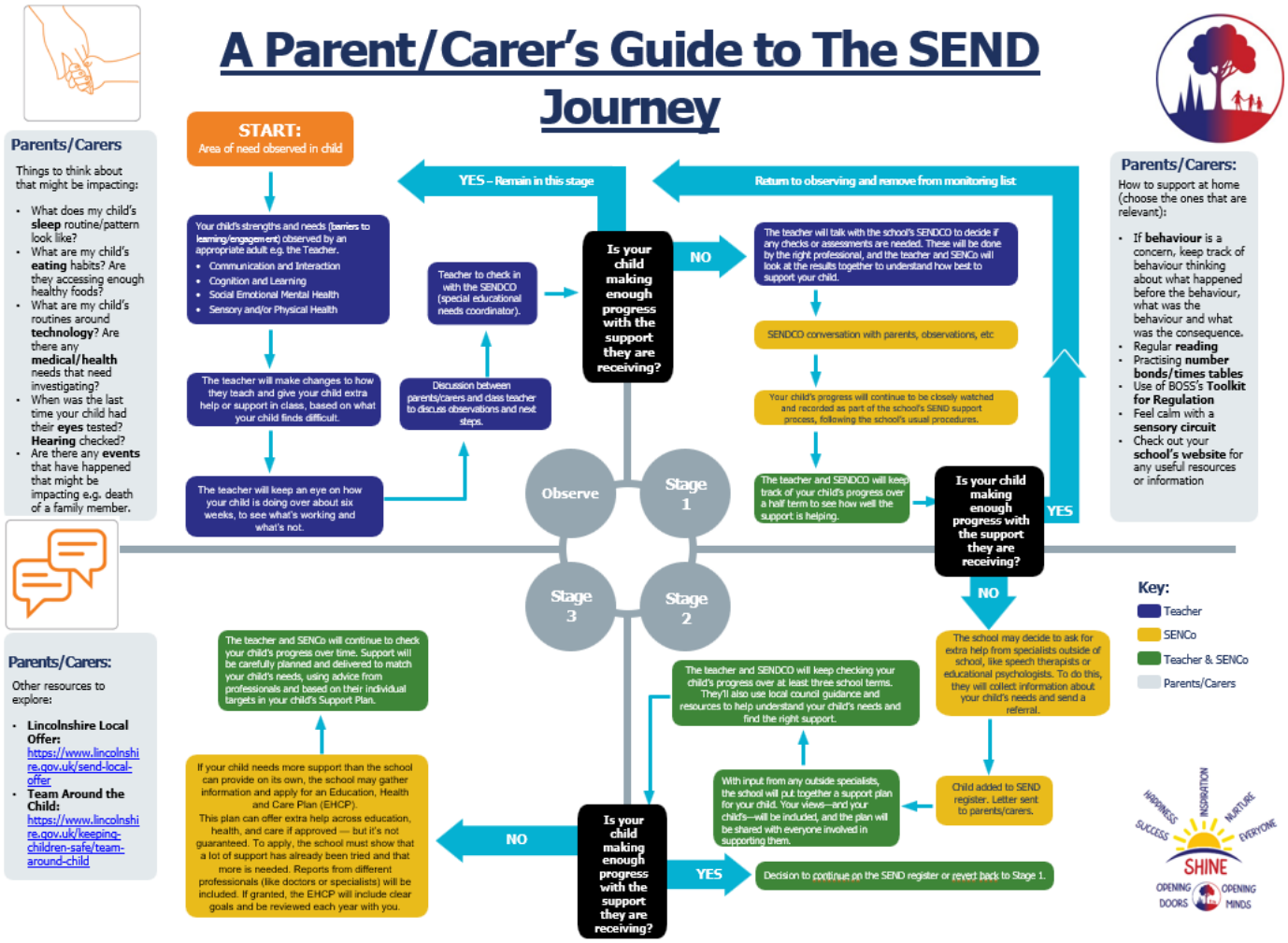
Admissions and Inclusion

Children with SEND are admitted in line with the school's Admissions Policy. The school does not discriminate against pupils with SEND and reasonable adjustments are made where required to ensure that all pupils can access learning and participate fully in school life.

Dunston St Peters School is committed to providing an inclusive environment where every child is valued and supported to achieve their full potential. We work closely with families and external professionals, where appropriate, to identify and implement the provision required to meet individual needs.

What should I do if I think my Child has Special Educational Needs (SEN)?

If a parent or carer believes their child may have a Special Educational Need (SEN), they are encouraged to contact the child's class teacher in the first instance. A meeting will be arranged to discuss the child's progress and review relevant assessment data. If appropriate, this will mark the beginning of the 'Flow SEND' journey, as outlined in the diagram below.



How will the school respond to my concern?

Your child's class teacher will listen to your concerns and discuss your child's strengths, needs and progress with you. They may review your child's work, assessment information and observations from school. Appropriate classroom strategies or additional support may then be agreed and monitored. If concerns continue, the class teacher will involve the SENCo, who may arrange further assessment, seek specialist advice or discuss placing your child on the school's SEN register. Parents and Carers will be kept informed and involved throughout this process.

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

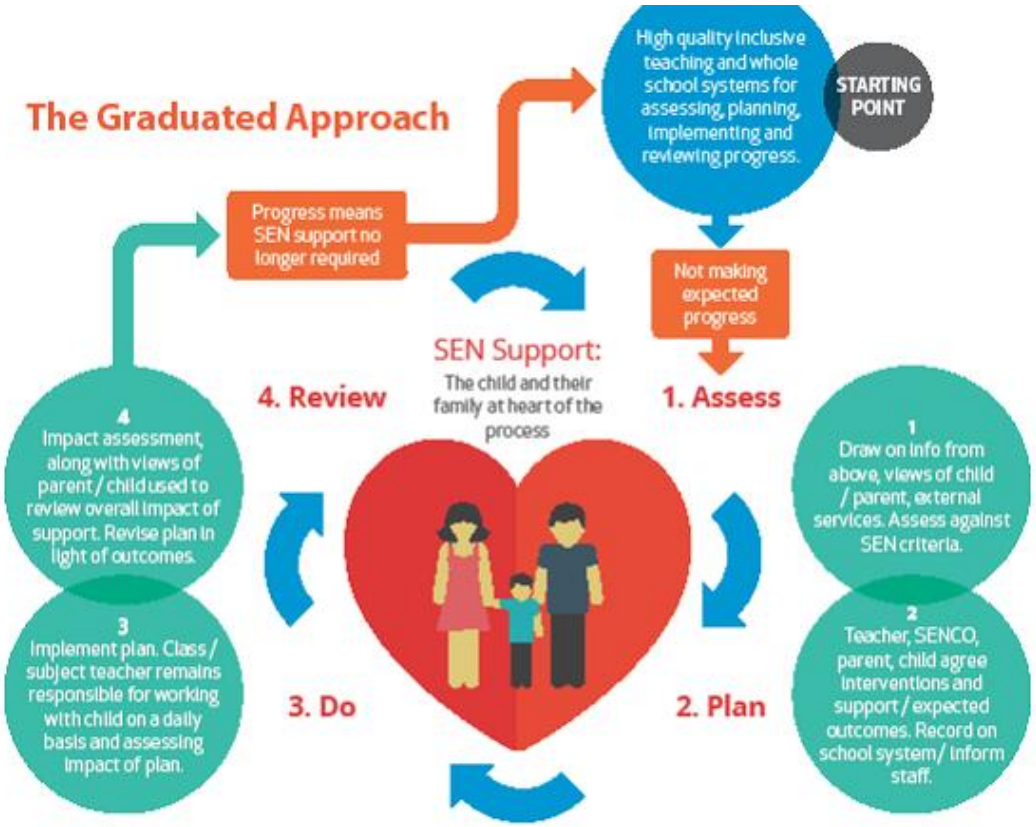
Decisions would be made using a range of both formal and informal assessments of your child including:

- Adult observations over a period of time;
- Monitoring Data (collated and analysed each term where children are discussed during pupil progress meetings with the head teacher and your child's Teacher);

- Discussions with Parents and Pupils;
- Advice sought by the SENCo from outside agencies.

What will the school do to support my child?

Following discussions between parents, pupils and teachers, an agreed plan will be put in place, making full use of the support available. Where necessary additional advice and support may be sought from external agencies. Strategies and interventions will be in place to support the child as well as realistic short-term SMART (Specific, Measurable, Achievable, Relevant/Realistic, Time-Bound) targets. These will be reviewed through a cycle of 'Assess, Plan, Do, Review' each term.



Who will support my child in school?

Our teaching and non-teaching staff are excellent at evaluating the effectiveness of any support given within the classroom and any interventions that take place. This evaluation is fed back to Miss Vaughan on a regular basis who will make any necessary adjustments.

We are also extremely fortunate to have a number of very experienced and highly qualified Teaching Assistants who can also offer specialist support.

Who?	Roles and Responsibilities
Class Teacher	The class teacher has overall responsibility for your child's progress and will work with you and your child to ensure their 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.
SENCo	The SENCo will monitor the progress of all the children on the SEN register and will monitor the effectiveness of intervention for children throughout the school. The SENCo will lead review meetings, refer children to outside agencies when appropriate, liaise with other professionals and complete relevant paperwork.
Executive Headteacher	The Executive Headteacher is in overall charge of all staff in school. The Executive Headteacher leads the termly pupil progress meetings and ensures that provision and support is available for all children with SEN. The Executive Headteacher meets regularly with the SENCo 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.
SEND Governor	The Spires Federation Governing Body has a named Governor whose responsibility is to oversee the SEND provision and reports back to the Governing Body.
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.
Outside Agencies	As a federation, we work with a wide range of outside agencies such as: Specialist Teachers, Speech and Language Therapists, Paediatricians and Physiotherapists. They will be involved, where needed, to support your child's needs in addition to what is provided in school.

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

Staff	**Qualifications/Experience/Training**
Miss Donna Winters	Executive Head Teacher

Mrs Emma Toulson	Spires Federation Deputy Head
Miss Natalie Vaughan	Spires Federation Senior Lead Spires Federation SENCO National SENCO Award NPQ Leading Behaviour and Culture Qualified Teacher In addition, the SENCO attends local SEN Cluster Groups meetings, and other training or briefing meetings provided by the Local Authority.
Teaching Staff	All teaching staff have Qualified Teacher Status. All staff undertake SEN training within school, this is delivered by the SENCO or outside agencies.
Teaching Assistants	Our teaching assistants hold a range of qualifications, including NVQ level 3. They are very experienced teaching assistants with a broad range of skills. They will also take part in SEN training throughout the school year.

Staff have a wide range of SEN training, including:

- Autism Awareness
- First Aid and medical training for epilepsy and epi-pens
- Precision Teaching
- Beat Dyslexia
- Toe by Toe

Who else might be involved in supporting my child?

Agency	**Roles and Responsibilities**
Specialist Teacher	Assesses children's learning needs in school Support and advice for strategies and target setting
Speech and Language Therapist	Assessment of speech and language difficulties Support for staff and SENCO Direct teaching
Paediatrician and nursing	Paediatricians specialise in the care of children and may support your child. Nurses may come into school to provide advice and training.
The Working Together Team (TWTT)	Provide support for behaviour and also Autism and ADHD. Observe and support with strategies.

Counselling and Support for Young People (CASY)	1:1 counselling sessions. Group sessions also available.
Behaviour Outreach Support Service (BOSS)	Observe behaviour and create targeted plans. Work with children and staff to develop strategies.
Grief and Loss Counselling Services	Offers support to children who have suffered the loss of a loved one. Support children dealing with bereavement or separation issues.

What support will there be for my child's emotional and social well-being?

Pastoral and social support

We not only support children who need academic intervention, we also work very closely with children to support their emotional and social well-being. We have a caring, understanding and experienced team who believe high self-esteem in children is crucial to their personal, social and emotional well-being and development.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies. Our federation also has a number of experienced teaching assistants who work under the direction of the class teachers and SENCo to support vulnerable children during the school day.

Throughout the academic year, we have specific days where we focus on our school values and Social and Emotional Aspects of Learning. The focus we place on promoting our school values is extremely important in order for our children to interact with each other, as well as adults within the school or in the wider community, in a mature, respectful, thoughtful and positive manner. Our children are aware of the concept of growth mindset and use this focus to help them through varying situations.

Medical Needs

If your child has a medical need then please ensure that the information is passed onto the school SENCo. If necessary, a care plan can be put into place.

If your child requires medication, please contact the School Administrator.

Support for Behaviour

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.

If a child has difficulties surrounding their behaviour, a behaviour plan may be written to identify the specific issues, put relevant support in place and set targets. All staff will be

involved in this process and the plan will be evaluated, where necessary.

If behaviour does not improve, outside agencies will be involved to gain extra advice and support.

My child has Special Educational Needs and/or Disability (SEND), what extra support could you provide and who will decide on the support?

The support provided for a child is dependent upon their own individual needs. Each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Special Educational Needs Coordinator (SENCo) and class teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs. Special Educational Needs (SEN) are divided into four areas. Below are some examples of what the school can provide.

Cognition and Learning (Learning Need)

- Different approaches to learning e.g. visual, hands-on
- Different work expectations, matched to the child's ability
- Different/extra resources, e.g. word cards, number squares
- Special Literacy or Numeracy programmes.
- Extra adult support, group work, individual support

Communication and Interaction

- Resources provided by the Speech and Language Therapy Service
- Communication and Language games
- Social Skills games
- Specific Speech and Language programme provided by the Speech and Language Therapy Service
- Support and strategies from the Working Together Team

Social, Emotional and Mental Health

- ELSA strategies
- Social skills games
- Reward strategies
- Playground buddies
- Social stories
- Lunchtime clubs
- Support from Healthy Minds
- CASY counselling

Sensory and Physical Needs

- Specialist equipment such as seating, writing slopes, pencil grips and calmers
- Specialist training from outside agencies, such as physiotherapists and outreach services, for pupils with disabilities.
- Sensory circuits to meet the individual sensory needs of a child.

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

If your child has SEN, then they will need support that is 'additional to and different from' other children. In addition to high quality teaching, the class teacher will plan a range of appropriate strategies to support the child's learning. These are listed below:

- **Adaptive curriculum** – An adaptive curriculum ensures that all children in the class have their learning needs met. As a Federation, we have devised a Curriculum Adaptations Map which highlights how each of the curriculum subject areas can be adapted to ensure that all learners can access the learning within a lesson.
- **Small group learning** – Where possible, the class teacher will plan activities for your child to work in a small group to meet their learning objective.
- **1:1 Teaching** - If appropriate, your child may have some sessions on a 1:1 basis. This can be with the Class Teacher, Teaching Assistant or the SENCO. Outside agencies may provide 1:1 sessions/group sessions (if necessary).
- **Use of visual aids** - Visual timetables/prompts around school enable children to develop greater independence skills and help children to understand the school routine.
- **Use of ICT** - Using different equipment for children to access learning including laptops, computers, iPads and other forms of technology.
- **Interventions** - We plan interventions to enable children to meet their targets.
- **Topic based learning** - Ensuring that children develop skills through first hand learning opportunities that motivate and inspire pupils, enabling them to make links in their learning.

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

One of the benefits of a small, village primary school is that we know our children very well. We value and celebrate each child being able to express their views on all aspects of school life. This is carried out through the School Council and classroom interaction throughout the year.

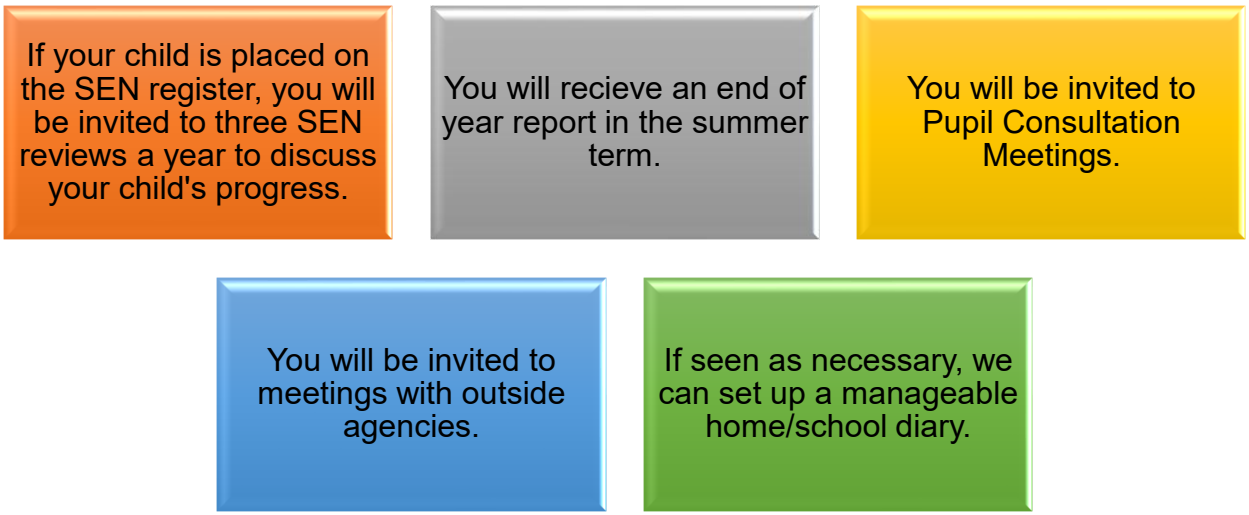
Staff involved in interventions will work with a number of different children and talking to the children and understanding any worries or/and concerns they may have, is a crucial part of the work that they do.

All children in our school have targets that they work on. These may be related to the curriculum but may also be targets linked to personal and social development. These will be shared with children at Pupil Consultation Meetings.

In addition, prior to every meeting to discuss the special educational needs of your child, the child's views are asked for. These can include how they feel they are progressing; what they find challenging in school and any concerns they may have.

What opportunities will there be for me to discuss my child's attainment and

achievement? How will I know how well my child is progressing?



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

At the Spires Federation, we assess children's learning three times a year. This involves the teacher's making judgements against the age-related expectations based upon your child's work. To reinforce these decisions, we also carry out formal assessments three times per year in maths, reading and spelling, punctuation and grammar.

Staff will meet to discuss the progress of their children, which enables us to identify the children who are not making expected progress. We use different assessment tools to measure children against age related expectations including National Curriculum Stages, Early Learning Goals and if necessary PIVATs, The Engagement Model (an assessment tool to measure progress for children who have complex learning needs) and the AET Progression Framework (supporting individuals with social and communication difficulties).

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

All our children are included on our school trips; any medical needs are catered for with experienced staff accompanying the children to cover specific needs. Risk assessments will be carried out for children with specific needs. We will also ensure your child is grouped with an adult they know well and who understands your child's needs.

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

Our school has accessible access and a toilet that caters for those with a disability. Our curriculum is accessible to all. If required, we can offer access to some electronic equipment to aid learning such as a laptop including some specialised programs. We are also happy to accommodate parents or carers and children whose main language is not English.

How will the school meet my child's needs if they have a disability?

- All pupils have access to a 'balanced and broadly based' curriculum.

- No pupil will be excluded from any learning activity due to their impairment or learning difficulty

- Learning opportunities are effectively differentiated and the teaching styles are diverse.

- All members of staff work in a way to avoid the isolation of the pupil and will encourage peer tutoring/mentoring and collaborative learning.

- Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.

- Alternative methods of responding or recording may also be planned for, where this is appropriate.

- Pupils with sensory or mobility impairments or a specific learning difficulty access the curriculum through specialist resources such as ICT where this is appropriate.

- Extra-curricular activities are barrier free and do not exclude any pupils.

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

At the Spires Federation, we ensure that your child is fully prepared to join our school through a careful, well-thought transition plan. To ensure a smooth transition we will:

- Visit your child in the pre-school setting. If we are unable to do this, we will make sure that we speak to your child's keyworker to gain as much information as possible to support the transition.

- Use paperwork sent from pre-schools/nurseries/previous schools such as your child's learning journeys and any medical/SEN information.

- Hold a 'Meet and Greet' afternoon during the Summer term before your child starts school. This is an opportunity for you to find out about our school in greater depth and to meet the Class.

- Arrange a morning and afternoon visit for your child to come to school

- We also provide 'moving up' days in the Summer term. These are opportunities for your child to meet their new Class teacher and Teaching Assistant. Sharing of information is provided between staff and if necessary the staff will meet new parents at this stage to alleviate any concerns which you may have.

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

For transfer at age 11, all secondary schools offer at least one familiarisation day for Year 6 pupils as well as taster days in Year 5. Any pupil in Year 5 can go to a taster day at any state school in the local area and information about these, are sent to you in advance. Once secondary school places are confirmed, a transition meeting takes place between the class

teacher and a representative from the secondary school. During this time, any significant information will be shared and plans will be put in place for any additional transitional support if needed.

For children with SEN, a transition meeting is held between the class teacher and the SENCo of the receiving school. On occasion it may be necessary for SEN children to have enhanced transition sessions, where they have more than one visit to their chosen secondary school. Where needed, transition booklets can be produced with the children to aid their move. All information in your child's SEND folder will be passed on to the receiving school.

How will I be involved in supporting my child?

At Spires Federation, we recognise the valuable role parents play in supporting their child's learning. We know the importance working together has upon the children and therefore we always encourage this. There are many different ways parent can support their children such as:

- Attending meetings.
- Ensure children complete homework/reading tasks to support their learning.
- Keep us up to date of any changes or information you feel that is necessary to pass on to the Class Teacher/ SENCo
- Join us to celebrate our success, e.g sharing assemblies, sports day etc.

How can I access support for myself and my family?

Miss Vaughan is always here to help. If you feel there is an area in which you or your family need support, please contact her and she can help signpost you to the correct service.

We have created a Padlet with lots of useful information for Parents and Carers, which is updated regularly. This can be found here: SEND at the Spires Federation

Some useful organisations include:

Organisation	Telephone	Website/Email
Kids.org		www.kids.org.uk – working with disable children, young people and their families.
Young Minds		www.youngminds.org.uk – Young Minds: The voice for young people's mental health and wellbeing
Healthy Minds Lincolnshire Here4You Line	0800 234 6342	Healthy Minds Lincolnshire :: Lincolnshire Young Minds (lpft.nhs.uk) Healthy Minds Lincolnshire provide emotional wellbeing support for children and young

		people up to 19 years old (25 years old if they have special educational needs or a disability or are leaving care). Lpft.lincs-spa@nhs.net
IPSEA		www.ipsea.org.uk IPSEA stands for independent Parental Special Educational 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.

Lincolnshire Children's Services	01522 554673	
Liaise	0800 195 1635	www.liaiselincolnshire.org.uk/ Liaise offer free confidential advice, information and support to parents and carers about special educational needs.
Coram Family Lives	0808 800 2222	www.coramfamilylives.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	0808 802 6666	familyline@family-action.org.uk
Lincolnshire Centre Grief & Loss	01522 546168	

Lincolnshire Parent Carer Forum	07925 232466	admin@lincspcf.org.uk LPCF is specifically tasked with working alongside the Local Authority and Health to help ensure that the services they plan, commission, deliver and monitor meet the needs of children with Disabilities and Special Educational Needs.
The Working Together Team	01775 840250	outreach@gosberton-house.lincs.sch.uk The Working Together Team is a National Autistic Society Advanced Status Accredited Service. We advocate best practice and provide specialist support to empower mainstream settings to ensure autistic children & young people thrive through collaborative working with families and professionals.

Lincolnshire SEND Local Offer

The Lincolnshire SEND Local Offer provides information about services, support, and opportunities available for children and young people with special educational needs and disabilities (SEND) and their families across Lincolnshire.

Parents and carers can access the Local Offer at: www.lincolnshire.gov.uk/SENDlocaloffer

The Local Offer includes information about education, health services, social care support, leisure activities, support groups, and advice for families.

How do the school manage complaints regarding SEND?

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

SENCo Contact Details:

Should you need to speak to Miss Vaughan, she can be contacted on:

SENCo: Miss Natalie Vaughan (NASENCO)

Email: senco@spiresfederation.co.uk

Telephone: 01526 320027

Miss Natalie Vaughan is available in her SENCo role for one and a half days per week. Whilst emails and messages can be sent at any time, responses may take longer outside of these working days. We endeavour to respond to all SEND queries as promptly as possible during SENCo working hours.