



Sutton St James C.P School

SEN Information Report

2025-2026

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At Sutton St James C.P School, our school values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, happy citizens.

We believe that a shared vision and ethos, and positive partnerships – with all children, staff, Governors, Parents/Carers and the wider community will lead to effective teaching, high standards and successful learning helping everyone to achieve their full potential.

1. What is an SEN Information Report?

A Special Educational Needs (SEN) Information Report should help children, young people and their families understand the support and provision available to children and young people with special educational needs and/or disability (SEND) in a school.

The Children and Families Act 2014 sets out in law that all children, young people and their families access the right support and provision to meet their needs. The SEN Information Report should therefore help families to make good choices about what provision and support is best for their child. Throughout the duration of a school placement, the SEN Information Report should continue to be a source of information about how the setting implements its SEND Policy.

This SEN Information Report should answer all the questions that you may have about how we meet the needs of our pupils with special educational needs and/or disabilities.

2. What is a ‘Special Educational Need’ (SEN)?

A Special Educational Need (SEN) is a difficulty or barrier that affects a child’s ability to learn and to access the curriculum.

According to the SEND Code of Practice 2015:

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age’.

3. What is a disability?

A disability is a long-term health condition which causes a difficulty or barrier to learn or to access the curriculum.

The Equality Act 2010 defines disability as when a person has a ‘physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities.

4. Who do I speak to if I think my child has special educational needs and/or a disability or if they already have been identified as having SEND?

If you have any general concerns about your child, you should always speak with your child’s Class Teacher in the first instance, as they will probably be able to give you the information that you need. If you have some more specific questions relating to Special Educational Needs (SEN) which the teacher is unable to answer, then you will need to speak with the Special Educational Needs Co-ordinator (SENCo). Class Teachers and staff will also speak with the SENCo if they have any concerns about your child.

5. What is a SENCo?

The SENCo is responsible for anything relating to ‘Special Educational Needs and Disabilities’ (SEND) within the school. They make sure that any special educational needs are identified and that the right support is put in place to help our pupils. Other duties include:

- Guiding and supporting staff and parents/carers
- Talking with professionals outside of school to gather advice and devise a programme of support
- Making requests for statutory assessments
- Providing the correct help and equipment for pupils
- Working with our designated SEND Governor and reporting to the governing body on the provision and progress made by pupils with special educational needs and disabilities.

6. Who is the SENCo at the school and how can they help?

Mrs Melissa Bancroft-Turner is the school's Special Educational Needs Co-ordinator (SENCo). Mrs Bancroft-Turner is happy to speak with you about any aspect of your child's special educational needs and provision. Please contact the school on **01945 440209** or email senco@sutton-st-james.lincs.sch.uk.

Mrs Bancroft-Turner will be able to offer advice about how to identify if your child has any special educational needs and what support they might need. She can make direct referrals to many Outside Agencies and lead multi-agency meetings to make sure that your child's needs are met in school. She can also provide advice about any family needs and suggest who can help.

7. How will you know if my child has a special educational need and/or disability?

The SENCo, in agreement with the Headteacher and Class Teacher, will make the decision that a child has SEN and needs extra support to help them to learn. This is not a medical diagnosis, only a recognition that the child is finding it harder to learn than other children of the same age, despite extra support. The child will be placed on our 'Special Educational Needs Register' in discussion with parents/carers so that we can outline the support that they need. You can read the SEND Policy for more information, which can be found on our school's website.

8. What is a SEN Register?

This is a list of all the pupils in the school who have special educational needs (SEN) and/or a disability. This makes it easier for the SENCo and staff to monitor those pupils who need extra support.

If your child is placed on the SEN Register, then they will start to receive extra help. This will be set out in a Support Planner so that you can see what help your child is receiving and how often.

Some pupils with significant needs will always be on the SEN Register because they will always need help. Other pupils may only need help for a short amount of time and if they

no longer need any help, then they will be removed from the SEN Register in discussion with parents/carers.

9. How do I get a ‘diagnosis’ for my child?

Pupils do not receive a ‘diagnosis’ of special educational needs. Pupils only receive a diagnosis if they have a specific difficulty. A specific difficulty is something that can be identified by an expert/medical practitioner, to be a particular barrier to learning, such as dyslexia, a social communication need, ADHD or a medical need. (This is not an exhaustive list).

If you are concerned that your child has a specific difficulty such as ADHD or Autism, the SENCo can make a direct referral to the Community Paediatrician. If the referral is accepted, you will receive an appointment with a paediatrician, who will give you further information and an assessment may begin.

If you are concerned that your child has a learning difficulty such as dyslexia, the SENCo can make a referral to a Specialist Teacher. Sutton St James C.P School buys in the services of a Specialist Teacher from the Local Authority. They can identify if a pupil has a specific difficulty and provide advice about how best to support their needs.

If you are concerned that your child has a speech and language difficulty, the SENCo or parent can make a referral to the ‘Speech and Language Therapy Service’ (SALT). A therapist may then assess and identify if your child has a specific speech and/or language difficulty and provide advice about how best to support their needs.

Referral time can vary depending upon the agency involved. Referrals to the NHS (Community Paediatrics and Speech and Language Therapy Service) take considerably longer; on average it can take between five to six months to receive an appointment. Not all pupils will receive a diagnosis and/or decision. Where diagnoses are made, this can take a considerable time depending upon the individual. In many cases, a diagnosis follows several appointments, which could take several years.

We do not wait until a diagnosis has been made to put support in place, since this can be a very long process. If it is very clear that your child has a difficulty and is struggling to learn, we will do everything that we can to help them.

If a diagnosis is made, we will ask advice from the relevant Outside Agencies about how best to help your child. This advice will be identified on your child's Support Planner and shared with you at a meeting. We will put this advice in place straight away or once the relevant resources and/or equipment have been purchased.

10. How will the school help my child to access the curriculum if they have special educational needs and/or a disability?

It doesn't matter as what point we or someone else has identified that your child has special educational needs and/or disability, we will put extra support in place to help your child at our school as quickly as possible.

Each child's needs are unique and so each child will receive different support, depending upon their specific needs, to make sure that they can access every lesson. The 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 our school can provide to make sure that each child accesses learning:

Cognition and Learning

- Different approached 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, pencil grips
- Special Literacy or Numeracy programmes, e.g., Precision Teaching, Toe by Toe
- 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 programmes provided by the Speech and Language Therapy Service

- Use of visual/picture resources to support language and communication, e.g., Widget
- Where needed - Makaton

Social, Emotional and Mental Health

- De-escalation plans which outline a pupil's difficulties and the best strategies to use to help them
- Social skills interventions
- Drawing and Talking therapy
- Reward strategies
- Access to a trained ELSA (Emotional Literacy Support Assistant)

Physical and Sensory Needs

- Specialist equipment such as seating, writing slopes, pencil grips and calmers
- Sensory circuits
- Disabled toilet
- Specialist training from Outside Agencies, such as specialist nurse for pupils with disabilities and teachers of the hearing and/or visually impaired

11. What equipment and resources do the school have to help my child?

Over the years, we have supported many pupils with significant difficulties and so we have lots of equipment and resources already in school. Below are some examples.

- Sensory circuits
- Seating cushions, wedges, and specialist seating
- Writing slopes
- Magnifying domes
- Coloured overlays
- Pencil grips and specialist writing pens
- Calmers (squeeze/stress balls etc)
- Sand timers
- Physiotherapy equipment, e.g., gym mats and gym balls

12. What enhanced adult support is available?

If the SENCo and Headteacher feel that they have lots of extra support in place and it is not helping your child to make progress, we may consider giving your child extra group or individual support. The amount of support that they receive would be different for every child depending on their specific needs and how much progress they have made. Normally a child would have lots of Outside Agency support before we would decide to provide extra adult support. We would discuss any extra support with you at review meetings so that we can ask for advice from the professionals involved.

13. How will you make sure that my child can take part in all school activities?

We make the following adaptations and reasonable adjustments to ensure that all pupils' needs are met, through:

- Adapting our curriculum to ensure that all pupils can access it, for example, grouping, individual support, practical approaches, lesson content etc.
- Adapting our resources and staffing
- Use of equipment such as using a laptop to type, visual aids, social stories, coloured overlays, larger font etc
- Adapting our teaching by giving longer processing times, pre-teaching of vocabulary, post teaching for understanding etc.

Staff always work hard to plan lessons and activities that all children can take part in, to achieve their potential. Any strategies and professional advice identified on the child's personalised plan, whether medical, behavioural or academic, will be put in place to allow lessons and activities to be accessible.

We always make reasonable adjustments for pupils and their parents/carers, where we can. We work closely with parents/carers and any Outside Agencies who give us advice about how to best support each child, so that they can take part, this includes school trips and residential.

14. What training and expertise do your school have?

We know how important it is that our staff are well trained and knowledgeable about how to support pupil with SEND and specific difficulties so that we can offer the best opportunities. Therefore, most of our staff are trained in the following areas.

- Making Sense of Autism
- Dyslexia Outreach training
- Positive Behaviour Training
- Behaviour as Communication
- Regulation and De-escalation
- Precision Teaching
- Autoinjectors such as EpiPens
- Asthma
- First Aid
- Attention Autism
- Intensive Interaction
- Mindfulness
- Growth Mindset and Resilience

Other key members of staff have also the following training:

Mrs Melissa Bancroft-Turner: National SENCo Award

Miss Claire Willows: Mental Health First Aider

Mrs Lyn Johnson: Mental Health First Aider, Emotional Literacy Support Assistant (ELSA).

15. Do you use any expertise from outside the school?

The SENCo would normally decide that the school needs advice from an Outside Agency because the support already put in place has not helped the pupil to make enough progress. This would be discussed with the parent/carer and a joint decision would be made and parental agreement given.

An Outside Agency is an agency, service or profession used by the school to offer advice about how best to support a pupil's needs. The SENCo can refer to most of these agencies directly. Most agencies used by the school are to provide expert advice, but the SENCo can also refer to, or advise you, about services that can support a parent/carer or family. Most referrals will require parental/carer permission, and a referral form will need to be signed. The school cannot access agency support without this permission. Our school uses the following Outside Agencies:

Cognition and Learning (Learning Needs)

- **Educational Psychologist** – Assessed or observed within the school setting to provide advice about educational needs
- **Specialist Teacher** – Assessed within the school setting. The assessment then outlines a pupil's strengths and weaknesses and can identify, for example, Dyslexia

Communication and Interaction (Speech and Language)

- **Speech and Language Therapy Service (SALT)** – Pupils can be seen by appointment at the hospital, assessed within the school setting or assessed online

Social, Emotional and Mental Health

- **Behavioural Outreach Support Service (BOSS)** – Assessed or observed within the school setting to provide advice for social, emotional and behavioural needs
- **Child and Mental Health Service (CAMHS)** – Support will normally be provided in the hospital setting to support the pupil's emotional or mental health needs
- **Working Together Team** – Observed within the school setting to provide advice about social, communication or behavioural needs, including Autism
- **Healthy Minds** – Provides emotional wellbeing support for children and young people up to 19 years old

Medical, Physical and Sensory Needs

- **Community Paediatrics (NHS)** – They provide medical advice and can diagnose specific difficulties such as ADHD and Autism. Pupils would be seen by appointment at a local hospital

- **Teacher of the Hearing Impaired** – They provide advice to the school about how to support a pupil with a visual impairment
- **Physiotherapist** – They provide advice about physical difficulties (gross motor)
- **Occupational Therapist** – They provide advice about physical difficulties (fine motor)
- **Children and Young People’s Nursing team (0-19 Team)** – They can provide advice within their clinics often at the local hospital, within the family home or within the school setting

Other services

- Lincolnshire SEND Team
- Targeted Youth Support Workers
- Virtual school
- Family Action
- Early Help Workers
- Health Visiting Team
- Young Carers
- Youth Offending Service
- Virtual Autism Hub
- Ethnic Minority and Traveller Education Team (EMTET)

16. How can my family and I get support?

The SENCo will be able to advise you about what support is available both within the school and through Outside Agencies. In most cases, the SENCo can make a direct referral to the professionals that you need to get advice or help.

In some cases where the help is not educational, staff will need to complete an ‘Early Help Assessment’ form to identify the help that you or your child need. In some cases, this could lead to family support from an Early Help Worker. Miss Claire Willows is Early Help (EH) and Team around the Family (TAF) Lead.

If you need specific support for your child's special educational needs and/or disability, there are other services which can help you:

- Lincolnshire Parent Carer Forum: <https://www.lincspcf.org.uk>
- LIAISE: <https://www.lincolnshire.gov.uk/directory-record/65012/liaise-information-advice-and-support-service>
- IPSEA (Independent Parental Special Education Advice): <https://www.ipsea.org.uk>

17. What is the Local Authority's Local Offer?

Every Local Authority must publish a 'Local Offer' on its website, which outlines all the support available to children, young people and their families who have or may have special educational needs and/or disabilities. This is where to find Lincolnshire's Local Offer:

<https://www.lincsfamilydirectory.org.uk/kb5/lincs/fsd/home.page>

18. How will you involve me and my child in making decisions?

Discussion

If any member of staff has a concern about your child and thinks that they are finding it difficult to learn compared with other children in their class, then they will discuss their concerns with the SENCo. If the conclusion is that your child may have special educational needs, either the Class Teacher or SENCo will discuss these concerns with you and together you will decide the best course of action. This will normally be to place your child on our Special Educational Needs (SEN) Register and to provide extra support to help them.

Meetings

We will formally discuss the progress of your child with you, three times a year, each long term at a parents evening. However, if there are any concerns in between these points, then we will hold informal discussions with you. This could be with the Class Teacher or SENCo.

If an Outside Agency is supporting your child and providing advice, then we may ask to hold further meetings with you to listen to advice and to plan next steps.

If we have any meetings with you or must complete any paperwork, we will ask your child how they think they are getting on so that their views are heard and considered. If appropriate, we will encourage children to attend meetings so that their views can be heard by everyone, but if not, then we will gather their views beforehand to share at the meeting.

Support Planners

If we have identified that your child has a special educational need (SEN), we will produce a Support Planner and share this with you and your child at parent evenings or after a review. The Support Planner will identify the following things:

- Your child's strengths and interests
- Areas that your child finds difficult.
- What the school is going to do to help your child e.g. strategies and interventions
- The targets that we would like your child to achieve over the term

The Support Planner will be reviewed and updated three times a year to make sure that it is still up to date and effective.

19. How will you assess and review the progress that my child is making?

Our school follows a 'Graduated Approach' using a four-part cycle of; **assess, plan, do, review**. The Class Teacher will regularly be assessing the pupils' needs and where a child has special educational needs and/or a disability, they will work with the SENCo. Teacher assessments will draw on the following:

- The teacher's assessment and knowledge of your child
- Your child's previous progress, attainment and behaviour
- Your child's development in comparison to their peers and national data
- Your views and your child's views
- Where appropriate, any assessments or advice from Outside Agencies

Most teacher assessments will take place three times a year but could be more frequent. Teacher assessments will also help us to review the effectiveness of the support and interventions identified on your child's Support Planner and the impact that it is having upon your child's progress.

20. How will you support my child when they move to another school?

Joining our school in Reception

If your child moves are joining us from pre-school or nursery, the SENCo there will normally inform us of any special educational needs that they have. The SENCo may attend transition meetings for the child or come out to the setting to observe them and discuss provision in place that needs to continue at our school. We will endeavour to ensure that any support that is needed will already be in place.

Moving onto another Primary School

If your child moves to another Primary School, we will be sure to pass on all the relevant SEND paperwork as soon as we have confirmation that they are on roll at that school. It may be necessary for you to inform the school of any important information before that paperwork arrives. We will also be available to speak to the new SENCo if they feel it is necessary.

Moving to Secondary School

The school has a fantastic working relationship with all the local secondary schools, and we are in regular contact with them when it is published where our children will be moving onto following their education at Sutton St James C.P School. The SENCo and Class Teacher will meet with the SENCo or Pastoral Team and discuss all children going to their school. We will outline support already in place for them, discuss external involvement as well as anything historical that is relevant for the child. All SEND paperwork will be passed up to the Secondary School as soon as we have confirmation that they are on roll at that school.

Where necessary the school may arrange additional transition visits for your child to the Secondary School and this will be discussed at an individual level.

21. How will I make a complaint if I am not happy?

The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs. However, all complaints are taken seriously and will be heard through the school's complaints procedure. In most instances, complaints can be resolved at Class Teacher level. However, if this is not possible,

complaints relating to SEN should be addressed to the SENCo and/or the Headteacher. If a situation remains unresolved then a letter outlining your concern should be sent formally to the Clerk to the Governors at the school address.

The Clerk to Governors is: Amanda Roulstone

If you need further advice about making a complaint, please contact IPSEA, LIAISE or the Lincolnshire Parent Carer Forum.