

West Wold Federation

(Comprising Caistor Church of England and Methodist Primary School
and Grasby All Saints Church of England Primary School)

Special Educational Needs & Disability Information Report

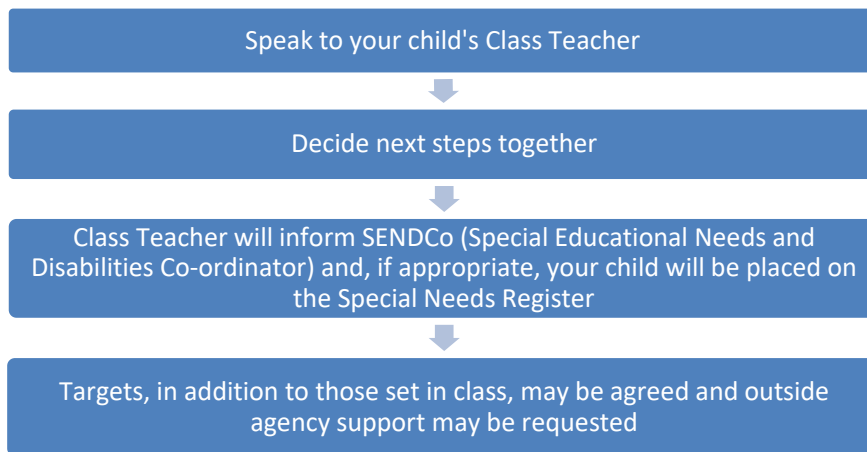
AGREED BY GOVERNING BODY	14 May 2025
SIGNED BY	Sally Horton, Chair
REVIEW DATE	Summer Term 2026
MEMBER OF STAFF RESPONSIBLE	SENDCo
GOVERNOR RESPONSIBLE	SEND Governor
COMMITTEE RESPONSIBLE	CPN

SEND INFORMATION REPORT for WEST WOLD FEDERATION

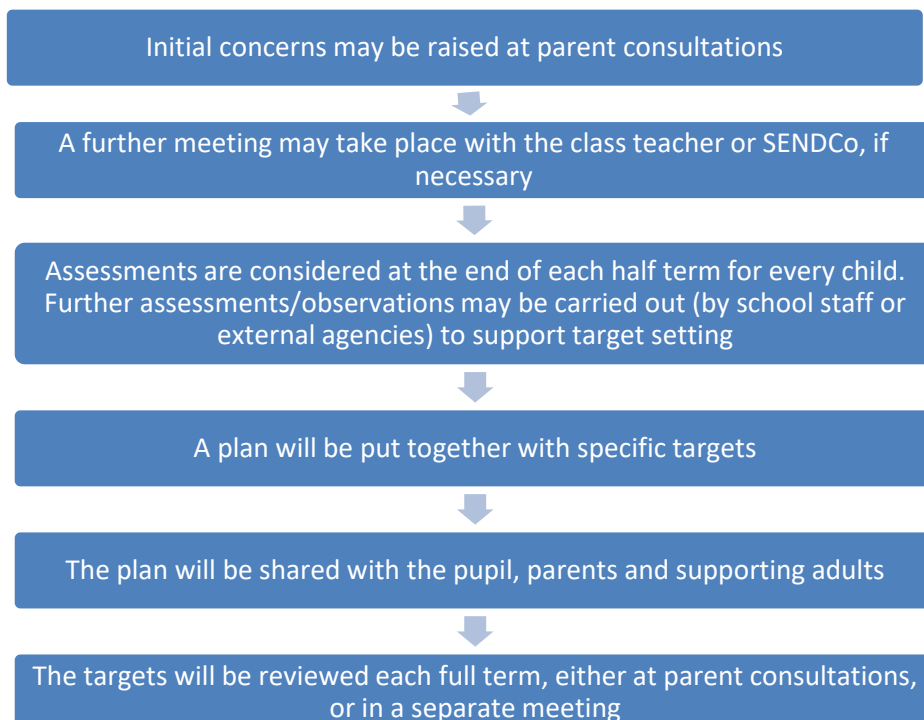
Our Vision

"We believe that all members of our school community can flourish as learners and as fulfilled individuals. We will provide rich opportunities for learners to engage and expand their world views, both collaboratively and independently. With joy in our hearts, we are inspired to make positive change in the world."

1. What should I do if I think my child has Special Educational Needs?



2. How will the school respond to my concern?

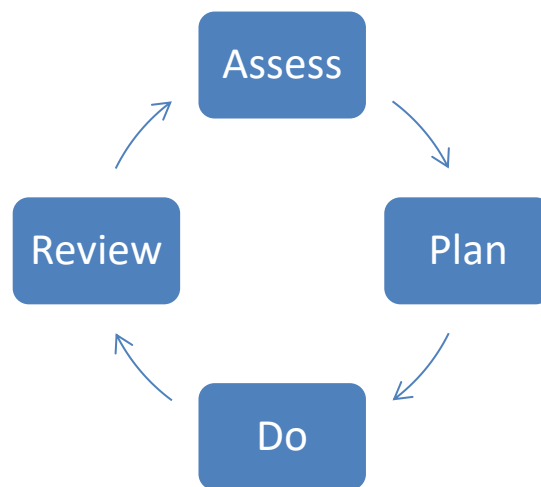


3. How will the school decide if my child needs extra support?

Decisions will be made based on formal and informal methods including:

- Adult observations (staff in school and possibly outside agencies)
- Monitoring data as part of the school cycle each half term
- Discussions with the child
- Discussions with parents
- Discussions with outside agencies
- Information from a previous setting

4. What will the school do to support my child?



Assess	Plan	Do	Review
• Observations • Guided Reading • Independent writing • Formal tests • 1:1 assessment with Teacher/Teaching Assistant • Outside agency assessment	SMART (specific, measurable, attainable, realistic and timely) targets are set using assessment data. These might be linked to: • Speaking • Listening • Reading • Writing • Maths • Interacting/working with others • Independence/organisation • Attention	We will support your child to achieve these targets using a variety of strategies such as: • In class support • Small group work • Specialist equipment • 1:1 support • Outside agency support And programmes such as: • Toe by Toe • Power of Two • Precision Teaching • First Call/MOVE • Friends for Life • Gross Motor Skill Programme Or various pathways to support emotional wellbeing, such as EBSA (Emotional school based avoidance)	Targets will usually be reviewed with the child during “Challenge and Support” week at the end of each half term. Parents will be invited to review these each full term. The review will evaluate: • Progress against the targets • How successful particular strategies are • Next steps

5. Who will support my child in school?

Who?	How and Why?
Class Teacher	Sets targets for every child Will monitor the effectiveness of intervention and report to Key Stage leader each half term during "Challenge and Support" week and incorporate pupil voice
Teaching Assistants	Day to day support in class 1:1 & small group work Directed by teacher to support targets Support at break time Support with toileting Support with target setting and incorporating pupil voice
SENDCo	Monitors effectiveness of interventions Manages provision maps for each year group May complete referrals to outside agencies Leads review meetings
SENDCo Assistant	1:1 work & Assessment
Midday Supervisors	May work with your child at lunchtime
Student trainees	e.g. Teaching practice placements
Volunteers	Other adults who are DBS cleared and assist voluntarily with reading, maths, trips and other tasks as requested.
School Manager	Responsible with Head and SENDCo for SEN Budget
Outside Agencies	May be involved and if so, will be involved in review and deciding next steps
SEND Governor	Oversees, monitors and evaluates effectiveness of provision

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

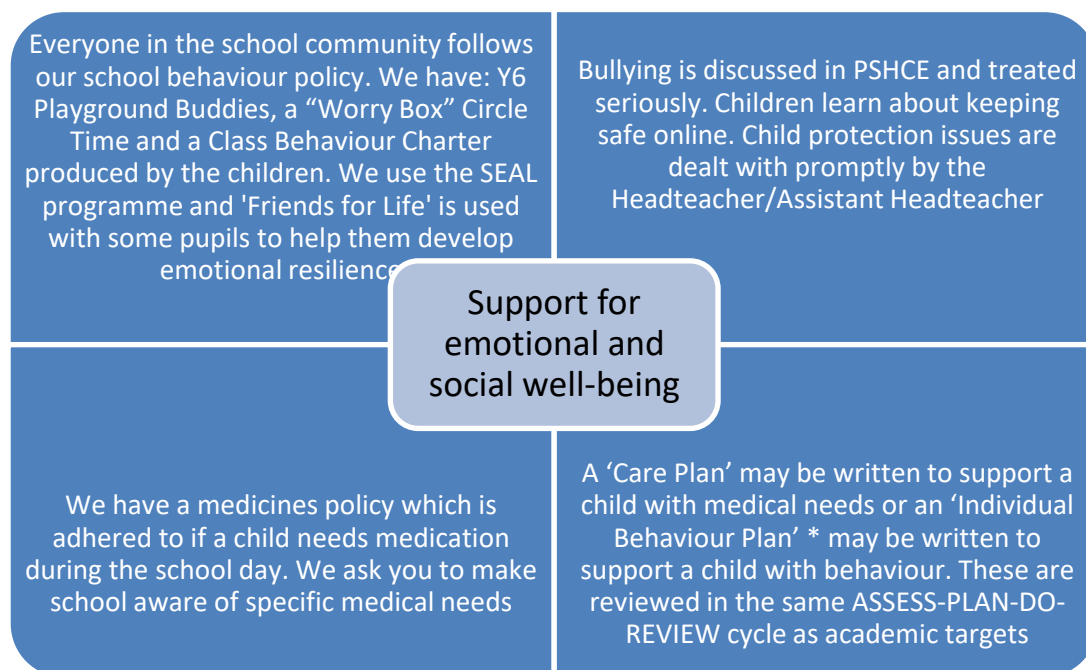
Head Teacher	Safeguarding Level 2 Safer Recruitment
Deputy Head Teacher	Safeguarding Level 2 Senior Mental Health Lead Coordination
All teaching staff	Safeguarding Level 1 & Basic First Aid Epilepsy Awareness Training Attachment Disorder Awareness Training Downs Awareness Training Autism Tier 1 Training
TA Team	Very experienced and caring team with positive behaviour management skills and a wealth of qualifications including: paediatric nursing, Team Teach, health and hygiene, British Sign Language, Makaton, mental health awareness, ELKLAN, administering medicines, early childhood studies, reading, spelling, grammar and maths intervention, Paediatric First Aid
SENDCO	National Award For SENDCo Accreditation
Chair of Governors	Safer Recruitment
Vice Chair of Governors	Safer Recruitment
BOSS Behaviour	Outreach Support Services
Healthy Minds	Supporting mental health

7. Who else might be involved in supporting my child?

Agency	Support available
Educational Psychologist	Specialist support Observations Target setting Support with referrals Staff support
Specialist Teaching Services	Specialist support Observations and assessments Target setting Staff support
Speech and Language Therapist	Observations Delivery speech programmes Staff support Target setting
Working Together Team	Specialist support Behaviour support Observations Staff support Target setting
Young People's Nurse/Health Team	Support with health and care issues e.g. toileting/hygiene/diet
Occupational Therapist	Fine motor skills/Gross motor skills, staff support, target setting

We also make referrals from time to time to Family Action, Paediatricians, Child and Adolescent Mental Health Services (CAMHs), Grief and Bereavement Counselling, Children's Services and the Educational Welfare Services.

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



*If behaviour issues continue despite intervention, a multi-agency meeting may be arranged to discuss next steps and to try and avoid exclusions.

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

We value 'pupil voice' and want all our pupils to contribute to the curriculum and school life in general. As part of the normal cycle of ASSESS-PLAN-DO-REVIEW, the class teacher or TA involved in working with your child will ask for your child's views about progress towards the targets, what they felt has gone well and what they think would help to support them with next steps. The form of review will be related to the age and stage of your child.

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

If your child has SEN your child will require support that is 'additional to or different from' the rest of the class. They will access quality first teaching (QFT) within the class with appropriate adaptations. Sometimes they may be taught outside the classroom, either in a small group or 1:1. Sometimes a specialist programme may be required or ICT (Information Communication Technology) support.

Strategies may include:

- Using ICT to record
- Using concrete apparatus/manipulatives (e.g. magnetic letters/unifix cubes)
- Different ability groupings
- APPs (Application – for tablet technology) to support spelling or maths
- Specific seating arrangement (e.g. near adult/near board)
- Use of peer support
- Visual aids
- Pre-teaching (e.g. vocabulary before a new topic is taught)
- Small group teaching (phonics)
- Use of sensory strategies
- Use of a safe space to avoid overwhelm

11. 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?

In addition to termly opportunities to come into school and discuss progress each year, we have an open-door policy. Please ring the school office to make an appointment or contact us by emailing enquiries@caistorprimary.co.uk, enquiries@grasbyprimary.co.uk. You may also be asked to attend multi-agency review meetings if your child has accessed additional support in school or from external agencies.

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

We carefully track each child's progress and hold assessment weeks followed by challenge and support meetings each half term. If your child is not making adequate progress or is not meeting age-related expectations, we may use a range of other assessments. All these feed into the target-setting process.

Assessment includes:

- Progress towards the children in the Reception or Early Years
- Assessment against Age related expectations from the National Curriculum.
- P Scales/Pre - Key Stage Standards
- Tracking of phonics progress
- Reading/Spelling/ Maths Assessments
- Standardised Assessments in maths and English (Specialist Teacher/ Educational Psychologist use these to pinpoint strengths and set targets)
- Assessment for Learning through self-evaluation, children have the opportunity to say what went well and what they need to improve on in class
- Informal and on-going teacher assessment in class.

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

We are committed to providing educational trips through school with residential trips in Key Stage 2 to enhance our learning in school. Children with additional needs will be given additional support wherever necessary to help them access these trips.

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

To support children's physical needs in school we have:

- Lift access to upper levels
- Ramps fitted externally
- A hygiene suite
- A medical room with secure medicine storage
- Easi-speak microphones and other handheld devices
- Occupational Therapy Team/Specialist Nurse Trainer/Other agencies may visit to assess and guide us in supporting children's physical needs.

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

We work closely with our feeder pre-schools and have a rigorous transition programme during the summer term which includes:

- 'Stay and Play' sessions, where possible
- Happy Hearts activity session
- SENDCo/Teacher/Teaching Assistant visits to the pre-school settings
- Sharing information (paperwork, medical information), learning journeys
- Parent/Carer meeting prior to starting school
- Multi-agency meetings if your child has outside agency support
- Additional visits offered to pre-schools for children with SEN together with their keyworkers or other adults from the setting
- Home visits

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

We work closely with our local secondary schools to support transition. In addition to the normal transition arrangements, for children with SEN we may arrange:

- additional visits
- observations
- sharing of information between SENDCos (paperwork, medical information, targets)
- for the SENDCO from the next school to attend the final review meeting

17. How can I be involved in supporting my child?

Parents/carers are asked to support their child's development at school and at home. We have a Home-School Agreement and regularly send home work for children to complete. You may also be asked to help with specific tasks linked to your child's targets.

Attend meetings throughout the year - e.g. Maths and how to support your child at home	Visit the school website - children's pages	Share books and read together. Play games	Join us for celebration assemblies
Share your own talents - help us out. See the school manager for police check details	Keep school informed of any significant changes or medical information	Make sure your child has had vision and hearing tests	Try to attend parent consultation evenings together. Inform and involve all those who care
Encourage your child to complete home-work. Inform class teacher of any problems	Talk to your child and help them understand - as far as possible - what is going on	Make sure your child is in school on time every day - if at all possible. A healthy, balanced diet, plenty of water to drink and a good night's sleep are important too	

18. How can I access support for myself and my family?

Useful organisations include:

Organisation	Telephone	Website/Email
Lincolnshire County Council	01522 782030	www.lincolnshire.gov.uk
Lincolnshire Children's Services	01522 554673	www.lincolnshirechildren.net
Family Information Service	0800 1951635	www.lincolnshire.gov.uk/fis
Parent Partnership	01522 553351	www.lincolnshireparentpartnership.org.uk
Parentline	08088 002222	www.besomeonetotell.org.uk www.parentlineplus.org.uk
Specialist Teaching and Applied Psychology Services Bookable Consultations	01522 553354	www.lincolnshire.gov.uk
Early Bird Team Birth to Five Service	01522 552752	bfsoperations@lincolnshire.gov.uk

PCSO	01472 851618	http://www.lincs.police.uk
Relate – Loss and Bereavement	01522 546168	http://www.lcgl.org.uk
Targeted Youth Support Worker		Actioned through TAC
Family Action		Action through TAC
Children's Therapy Services		www.lincolnshirecommunityhealthservices.nhs.uk
Health Minds Lincolnshire		www.lpft.nhs.uk
BRIC Building Resilience in Communities		enquiries@bric.org.uk

Details of Support Services can also be found on the noticeboard in the entrance hall.

You can find the Lincolnshire County Council Local Offer at:

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

19. Who can I contact for further information?

If you require any further information, help or support, please contact:

- Your child's Class Teacher, or the SENDCo via the school office by telephone, email or sending in a note:
 - o Caistor Primary School: tel.no. 01472 851396 or email enquiries@caistorprimary.co.uk
 - o Grasby Primary School: tel. no. 01652 628343 or email enquiries@grasbyprimary.co.uk