TOYNTON ALL SAINTS PRIMARY SCHOOL
SEND INFORMATION REPORT 2026

Our 'Local Offer' of support to children with Special Educational Needs and Disabilities (SEND) and their families

We are an inclusive school and strive to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching.
If your child needs additional help, you will have many questions – we hope the following will help you.

WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

- Speak to your child's class teacher about your concerns.
- Work together on a plan of action for extra support within school and at home, if needed.
- Your child's class teacher will speak with the Special Educational Needs and Disabilities Coordinator (SENDCo) and if appropriate your child may be placed on the SEND register.
- A Learning Plan of individual targets will be discussed with you and then implemented as soonas possible. This may include the involvement of outside agencies for advice and support.

The key people in school who can help with information and advice are:
Head teacher- Mr Mitchell SENDCo- Miss Apps
SEND Governor– Mrs Thomas-Karley

HOW WILL SCHOOL RESPOND TO MY CONCERNS?

- We will arrange a meeting with you and the class teacher, to discuss concerns.
- The class teacher will discuss your concerns with the SENDCo.
- A further meeting may take place with you and the SENDCo if necessary.
- Depending on your child's needs, outside agencies may be requested to assess or observe your child.
- A plan of action called an 'Individual Education Plan' (IEP), will be put together with you and your child. This contains specific targets and how school will help your child to achieve them.
- The plan's targets will be reviewed regularly (at least 3 times a year) with you and your child.

HOW WILL SCHOOL DECIDE IF MY CHILD NEEDS EXTRA SUPPORT?

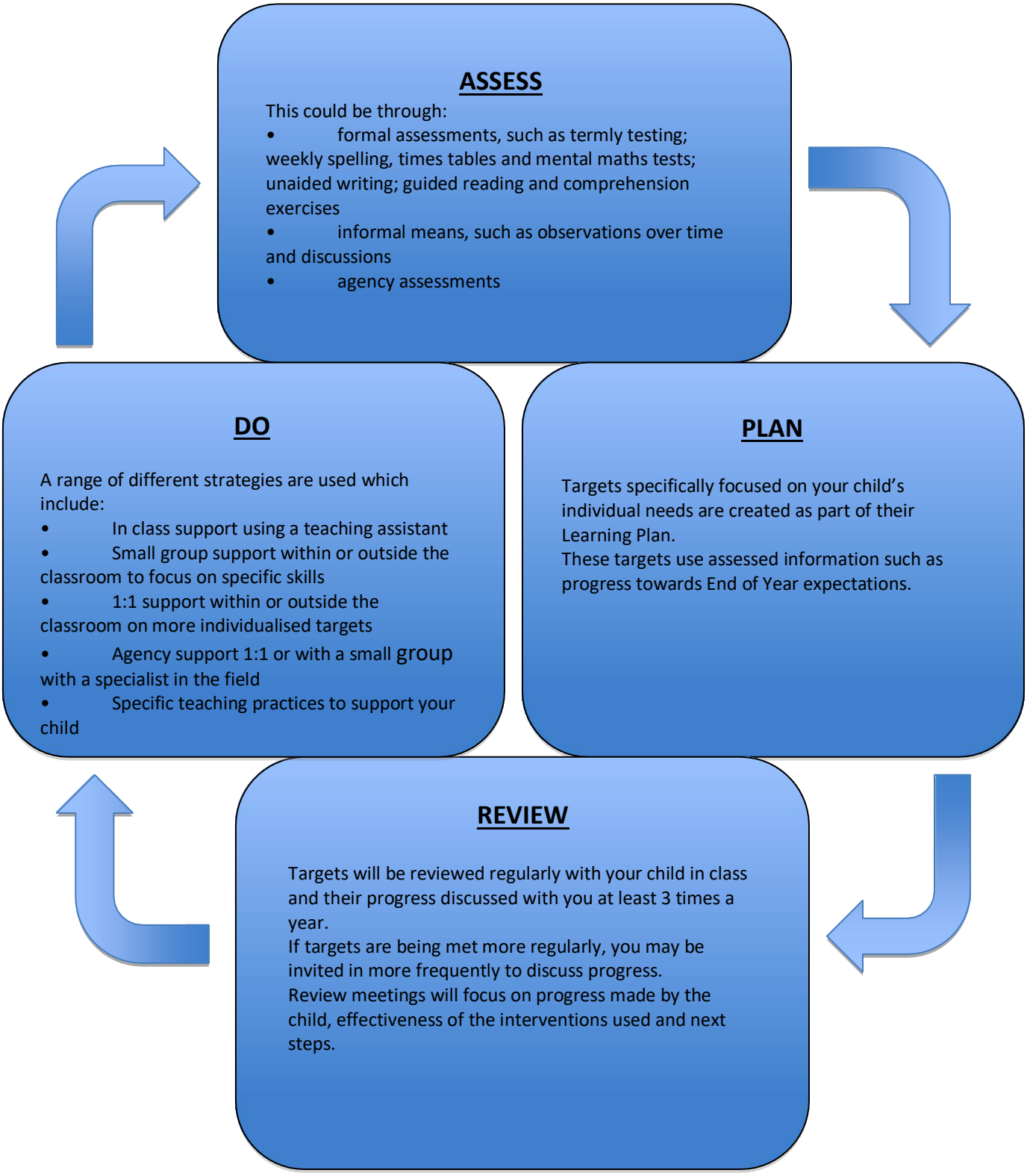
In our school, children are identified as having SEND through a variety of ways including:

- Liaison with Pre-school settings/previous schools
- Concerns raised by a parent
- Identification by external agencies e.g. Health, Speech and Language
- Formal or informal in-school assessments. If limited progress has been made it will show up onour tracking system which is regularly updated and monitored
- Adult observations over a period of time from teachers, teaching assistants or midday supervisors, including if there is a sudden change in the child's behaviour
- Pupil discussions

For more information on our criteria for SEND, please see our SEND Policy on the school website.

WHAT WILL THE SCHOOL DO TO SUPPORT MY CHILD?

We support children with a variety of needs, including dyslexia, ADHD, Autism, Sensory impairments, medical needs, physical disabilities, and social and emotional difficulties.
Below is an outline of the Assess, Plan, Do, Review process which we use for all SEND children:



WHO WILL SUPPORT MY CHILD IN SCHOOL?

Who?	How and Why?
Class Teacher	Sets targets based on your child's needs and tasks that are appropriate and accessible for your child Will be ultimately responsible for ensuring the intervention is provided and effectively monitored.
Teaching Assistants	Day to day support within the classroom within class tasks (on a 1-1 level or with a small group) May provide additional interventions for specific areas of need directed by the teacher to support the targets set in IEP.
SENDCo	Can support with effective target setting Monitors the effectiveness of intervention groups through the use of provision maps May complete referrals to agency support, including writing letters detailing your child's need to GPs May lead review meetings and complete relevant paperwork Will monitor provision and support across the whole school.
Emotional Literacy Support Assistant (ELSA) or Teaching Assistant	Provides 1-1 or small groups support within personal, social and emotional development and 1-1 or small group support in areas linked to children's learning Directed by SENDCo, teachers and head teacher.
Midday Supervisors	May provide support for monitoring and supporting personal, social and emotional needs of your child through play
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	Will oversee the provision for SEND and implementation of the SEND Policy within school.

WHAT TRAINING AND EXPERIENCE DO STAFF HAVE FOR THE ADDITIONALSUPPORT OF MY CHILD'S NEEDS?

Within our staff there is a wealth of experience ensuring that your children are fully supported. Courses and training include:

- National SENCo Award (Masters level)
- Child protection
- ELSA
- ELKLAN speech and language qualifications
- Healthy Minds (autism)

- Tier 1 and 2 from the Working Together Team (Autism)
- Social Stories
- Safeguarding
- Positive Handling
- First aid, including the administering of epi-pen and insulin.
- Diabetic training
- Delivering reading/spelling/phonics programmes
- Makaton stages 1-9
- Introduction to counselling
- Autism awareness
- Dyspraxia
- Dyslexia
- Cerebral Palsy
- ADHD
- Williams Syndrome
- Visual impairment
- Hearing impairment
- Behaviour management
- Challenging behaviour
- Therapeutic play
- Attachment Disorder

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO THE CHILDREN'S SEND NEEDS?

Provision is made for all children who have additional needs using available funds within the school budget.
We have a team of TAs who are funded from the SEND budget who deliver programmes designed to meet the needs of individual children as well as small groups of children where the identified needs are similar. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support. We also employ a highly skilled teacher from the Specialist Teaching Team to assess and support any child who may have complex additional needs.
If a child has an EHC Plan, the school's budget may be supplemented by additional funding from the Local Authority.

WHO ELSE MIGHT BE INVOLVED IN SUPPORTING MY CHILD?

We are fortunate to be able to access a range of agencies to support children with additional needs:

Who	Agency	Support Available
Sharon Bromiley	Specialist Teaching Team	Support for teachers on the use of interventions and specific learning needs Support either through 1-1 or small group work on key skills, directed by the SENDCo Completes assessments to identify areas of need

Kristie Sullivan	Educational Psychologist	Observations and assessments to support with learning, personal, social, emotional and mental health needs Support with target setting Individual and small group work on specific needs
	Speech & LanguageTherapy	Assessments of speech difficulties and language acquisition 1-1 blocks of work on specific speech targets
Helen Bowen	The Working Together Team	Observations to support children with social, communication difficulties including those with Autism Support with target setting

We can also make referrals to:

- GPs and Paediatricians
- Children and Young Person's Nurses
- Behaviour Outreach Support Service (BOSS)
- Child and Adolescent Mental Health Service (CAMHs)
- Educational Welfare Service
- Healthy Minds

We also have regular visits from the School Nursing Team to check hearing and weights in specific year groups.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S SOCIAL AND EMOTIONAL WELL-BEING?

Pastoral and Social Support

- Our Pastoral Support Mentor offers the ELSA programme.
- Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs.
- All incidents are communicated to the relevant members of staff through My Concern.
- All child protection issues will be recorded on My Concern and are reported to the safeguarding officers in school
- We have a clear behaviour policy, available on our website, which is adhered to by all staff.
- Interventions are planned for personal, social and emotional development by need across the school. The content of this will vary according to the identified needs of the children involved but could include social development, small group work, self-esteem workshops and 1-1 support.
- We have a structured PSHE curriculum and the use of circle times to promote speaking, listening, empathy, working together, turn taking and following social rules.

Medical Needs

- If your child has specific medical needs then please contact the office so that the SENDCo can ensure appropriate plans to support your child are put into action.
- If needed, a 'care plan' can be written to inform staff of the specifics of the condition and what should be done to support the needs of the child. This may be written in conjunction with health professionals such as the school nurse.

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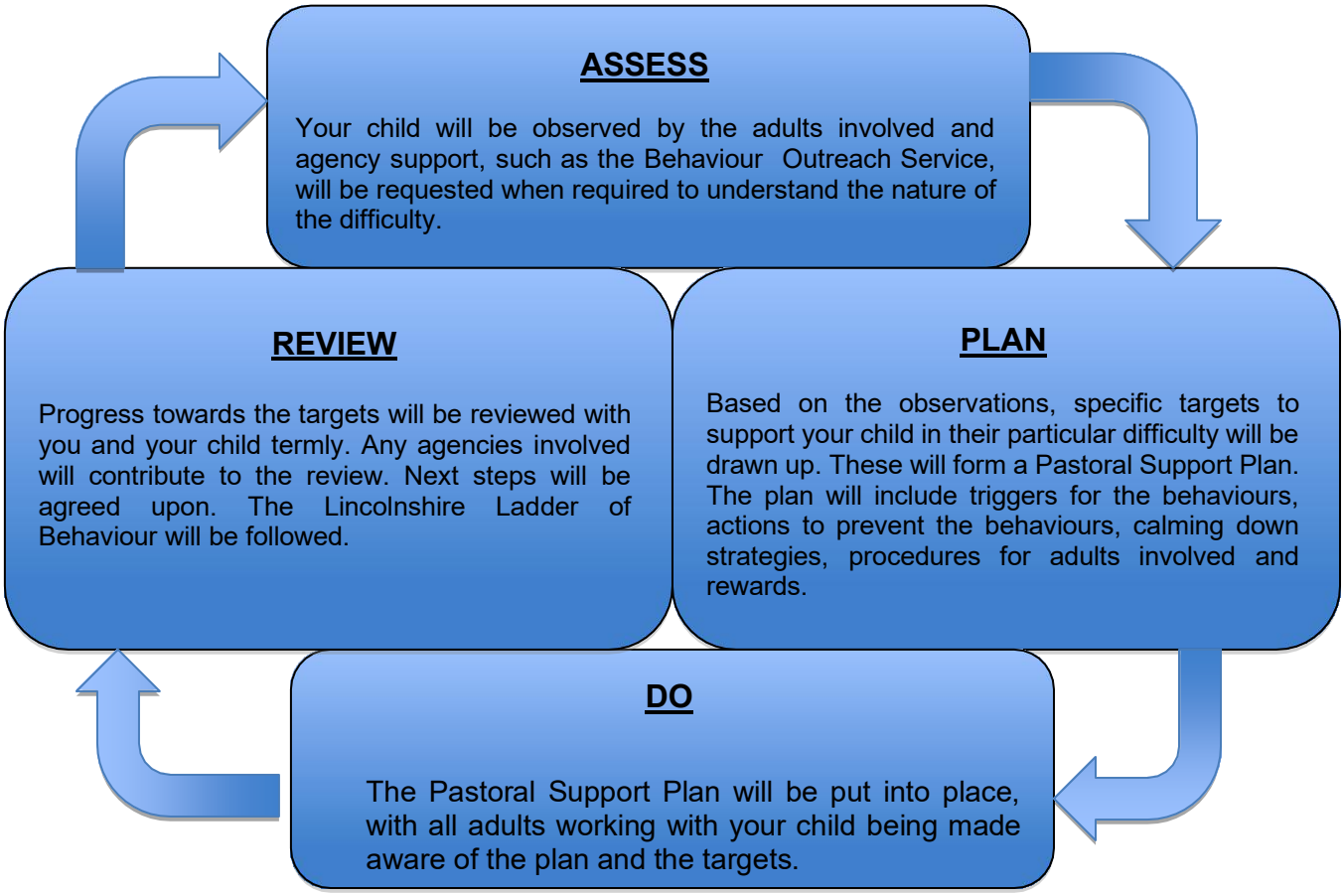
- If your child requires ongoing medication, please contact the school office and complete a medicine administration form. All medicines will be stored in a locked cupboard in the school office (unless it is an Epi-pen) and records will be kept of when they are administered. (See Medicines Policy on the website for more detailed information).

Support for behaviour (including attendance and exclusion)

If your child has specific difficulties regarding behaviour they may have a behaviour plan. This will follow the Assess, Plan, Do, Review process:



HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

Review Meetings – When your child's targets are being reviewed they will be asked to contribute to the process by thinking about their progress, what has worked well for them and what their next steps should be.
Social Stories – These are written with individual children to help them to manage their emotions and behaviours in a certain situation.
On-going recording of views – Your child's views and responses will be recorded throughout interventions to inform future planning.
School Council – Your child can also contribute to the wider school through School Council meetings, questionnaires and the Pupil Voice Box in the Library.
P.H.S.E. lessons – Your child will be given the opportunity to discuss different aspects of P.H.S.E. within the wider school.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

If your child has Special Educational Needs or Disabilities then they will require support that is 'additional to and different from' the rest of the class. However, this does not necessarily mean that they need to be taught outside of the classroom: it simply means that teachers need to ensure we use a range of different strategies to support your child's learning.

Using ICT to record e.g. using laptops and/or I-pads to record or type as an alternative to writing	**Using ICT to support learning** e.g. apps to develop basic skills in a motivational way	**Using drama techniques** e.g. using hot seating, freeze framing, filming and other speaking and listening activities
Using concrete apparatus e.g. practical resources in maths, magnetic letters for spelling	**Use of seating** e.g. careful positioning on the carpet/ at tables, to ensure support and attention	**Use of talk partners** e.g. sharing ideas and peer learning
Use of different groupings e.g. mixture of ability, mixtureof age, same ability	**Use of visual aids** e.g. visual timetables, displays, learning walls, success criteria and word mats	**Use of pre-learning** e.g. sharing key points of the learning and vocabulary prior to the lesson

For children with physical disabilities, one to one assistance may be given during P.E. and apparatus, planning and provision adapted to meet their individual needs.

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S ACHIEVEMENTS? HOW WILL I KNOW HOW WELL MY CHILD IS PROGRESSING?

We pride ourselves on the positive relationships we forge with parents and carers as we understand that to support a child fully, we all have to work together. We have an 'open door' policy at school soif you ever have a concern or just want to find out how your child is doing, then simply speak to your class teacher. If they cannot speak to you straight away, they will arrange a mutually agreeable time to talk to you. Other opportunities for feedback are:

Opportunity	Details	Frequency
Review meetings	Learning Plans are reviewed with parents and pupils Education & Health Care Plans (EHC plans) are reviewed with parents, pupils, class teacher and any relevant outside agencies.	At least 3 times a year Once a year
Assessment or observation feedback from outside agencies	Feedback will be given for any assessed report or observation from an outside agency or the SENDCo. These may coincide with review meetings.	As required

Class teacher feedback	When there are concerns or particular achievements to celebrate, you may be contacted for a meeting.	As required
Home/School books	Particular children may have a written record of daily/weekly incidents or achievements.	Daily/weekly
SENDCo	If you would like to speak to the SENDCo, she is available to speak to on Tuesdays and Wednesdays. No appointment necessary.	As required

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

Three times a year your child's progress against age related expectations will be recorded on our tracking system. Their level of achievement is decided upon using tests, classroom work and observations such as:

- End of year expectation statements
- PIXL tests
- Standardised assessments (carried out by Specialist Teachers and Educational Psychologists)
- Early Learning Goals and Ages and Stages in Foundation Stage
- Accelerated Reader Tests
- Assessment for learning – carried out within the classroom by the teacher, self-assessment and peer assessment
- Progress towards individual targets as recorded in their IEPs

These help to identify areas of weakness to target. If your child is struggling they will be given specific targets which will be discussed with them initially and then with you. If they continue to struggle it may be necessary to formalise their specific needs by applying for an 'Educational Health Care Plan'. This is the new legal document mentioned in the' Children and Families Act 2014'. It bringstogether all relevant agencies appropriate to your child's needs and will clearly set out what actions are required.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

Through our broad and balanced curriculum, we enhance our children's learning through the use of first hand experiences such as school visits and residential trips in order to bring learning to life. We will always include your child in visits, ensuring any specific needs they have are taken into account with our risk assessment. We may ask for your support on a visit, dependent on your child's needs.

All children have equal rights to attend our extra-curricular clubs and we make all 'reasonable adjustments' to ensure they can. If the club is run by an external agency we will make sure that they are aware of any specific needs your child has that would impact on the activities within the club.

Our Breakfast Club and 5.30 Club are available to every child – please let us know about any specific needs your child may have.

WHAT SUPPORT WILL MY CHILD RECEIVE IF THEY ARE A CHILD IN CARE AND HAVE A SPECIAL EDUCATIONAL NEED?

In our school, the SENCO and the designated teacher for looked after children work very closely together. When your child's Personal Education Plan is reviewed, they will liaise to ensure that the plan covers all the essential support your child needs to thrive in our school.

HOW ACCESIBLE IS THE SCHOOL ENVIRONMENT?

To support your child in accessing the school facilities we have:

- All classrooms are on one level and are universally accessible
- A disabled toilet and changing facilities
- Support to communicate with English as an additional language (EAL) parents would be provided by the ethnic minority service (EMAS)

HOW ACCESIBLE IS THE CURRICULUM?

To support your child in accessing the curriculum we have:

- Access to laptops, I-pads and cameras
- Easily accessible practical equipment in each classroom, such as mathematics resources

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THESCHOOL?

Early Years Transition:

- The Early Years teacher visit feeder nurseries
- Parents are encouraged to look round with their children.
- Visits are arranged the term before starting to coincide with the whole school transition afternoons
- School receives and uses relevant paperwork to plan extra support if needed
- Agencies already involved are consulted
- Parents are given an opportunity to attend an information event before their child starts in September
- A transition book using Louis the puppet is given to children

Transition between classes:

- There is an exchange of information between teachers during a staff meeting session
- Transition afternoons with their new teacher in their new class before the end of the summer term
- Extra lessons with the new teacher can be arranged if a pupil is particularly anxious
- A parents' evening in the Autumn term to discuss settling in and any concerns

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO TRANSFER TO SECONDARY SCHOOL?

We understand that this is a daunting time for all pupils but more so if your child has SEND needs.We support you child by:

- Meetings are arranged with outreach services and SENDCos from Secondary Schools for parents if required
- Information is shared with the Secondary School through transfer of paperwork, face to face meetings, emails, etc
- Secondary SENDCos and Teaching Assistants may visit pupils in school to provide them with additional information and meet them prior to any visits
- Additional visits can be put in place to meet each child's individual needs
- If your child has an Educational Health Care Plan, relevant outside agencies and the Secondary School SENDCo will be invited to the annual review prior to transition

HOW CAN I BE INVOLVED IN SUPPORTING MY CHILD?

There are many ways that we would encourage you to support your child in school:

- By attending meetings about your child as regularly as possible
- At target setting reviews you will be asked to comment on progress and make suggestions for future targets
- You will be asked to support your child in achieving these targets either through the normal homework or with extra work/games which we will provide for you
- All parents are asked to hear their child read regularly, assist in learning spellings and their times tables
- You may wish to volunteer in your spare time to hear readers or support with an after-school club
- By attending celebration events such as open days, class assemblies, Christmas performances and fundraising events
- Completing parent questionnaires and other methods of feedback that we may use

HOW CAN I ACCESS SUPPORT FOR MYSELF AND MY FAMILY?

Some useful organisations are:

Organisation	Telephone	Website/Email
Lincolnshire Children's Services	01522 554673	
Parent Partnership	01522 553351	www.lincolnshireparentpartnership.org.uk
Parentlineplus	0808 800 2222	www.parentlineplus.org.uk
The National Autistic Society		www.autism.org.uk
Lincolnshire ADHD Support Group	01522 539939	lincoln.adhd@btconnect.com

EMC Services Equality for Minority Communities	01427 787190	emc_lincs@lincolnshire.gov.uk
Lincolnshire Centre Grief & Loss	01522 546168	
Spilsby's Children's Centre	01790 753451	spilsbycc@lincolnshire.gov.uk
Lincolnshire County Council – Local Offer information		https://www.lincolnshire.gov.uk/send-local-offer

WHO CAN I CONTACT FOR FURTHER INFORMATION?

For any further help and advice please contact:

Your child's class teacher (your first point of contact)
SENDCo – Miss Apps
Head teacher – Mr Mitchell
SEND Governor – Mrs Thomas-Karley

If you have a complaint about the way in which your child's SEND are being provided for and the normal route of talking to their class teacher or the head teacher has not been successful, then the Governors can be contacted through the Clerk to Governors, Margaret Barnard.

You can also find additional information about SEND support in Lincolnshire by accessing the Lincolnshire County Council's Local Offer page SEND Local Offer – Lincolnshire County Council