



SEND Information Report 2026-2027

South View Community Primary School strives to ensure that all pupils have access to an inclusive balanced curriculum and is committed to providing a caring environment where every child is supported in their learning both academically and socially.

Many pupils may experience a range of difficulties during their school life. Staff at South View Primary understand that all children are individuals with their own specific needs. By working together with parents/carers and pupils, school can provide support to enable all pupils to achieve their full potential. Schools have a legal duty under the SEND Code of Practice (Jan 2015) to publish information on their website about the implementation of their policy for pupils with SEND (Special Educational Needs and Disabilities). The aim of this report is to demonstrate how we implement our SEND policy.

South View Primary recognises and celebrates the individuality and diversity of our pupils. Within our school, we are committed to working together with all members of our school community. Every child has an entitlement to a broad, balanced and relevant curriculum. The school is committed to giving all pupils every opportunity to achieve the highest standards. We have an inclusive ethos with high expectations where everyone can achieve their full potential, tailoring our approach to support the needs of our young people. We seek to engender a sense of belonging to the school and to enable all our pupils to thrive.

Legislation and Guidance:

This Information Report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(Jan 2015\)](#) and the following legislation: [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and Disabilities

The key regulations governing SEND in England are the [Special Educational Needs and Disability Regulations 2014 \(SI 2014/1530\)](#), supplemented by later amendments such as the Special Educational Needs and Disability (Amendment) Regulations 2024. These regulations set the legal procedures for EHC needs assessments, EHC plans, SENCO requirements, and information duties for schools and local authorities.

The SEND Regulations 2014 were made under the Children and Families Act 2014 and came into force on 1 September 2014. They provide detailed rules for:

- Assessing children and young people with special educational needs
- Issuing, reviewing, amending, and ceasing Education, Health and Care (EHC) plans
- Duties of local authorities, schools, and post-16 institutions
- Timescales for decisions and rights of appeal

We aim to:

- ensure that all pupils have access to a broad, balanced and relevant curriculum.
- provide an adapted curriculum tailored to individual need.
- identify and work with pupils who need extra support as quickly as possible.
- work alongside parents to provide support for pupils and their families.
- liaise with outside agencies to provide specialist support when necessary.

The SEND Code of Practice (Jan 2015) requires all local authorities to publish a Special Educational Needs and Disability Local Offer which sets out, in one place, information about the support available for children and young people with Special Educational Needs and Disability.

Schools were also required, from September 2014, to publish details of their own local offer, called an SEND Information Report, detailing provision for pupils with Special Educational Needs and/or a disability. The following information details South View Primary School's current school information report.

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1. Who is responsible for SEND in our school?

Our SENDCO (Special Educational Needs and Disabilities Co-ordinator) is Mrs Stewart. Our SENDCO is responsible for the day-to-day operation of the school's SEND policy. The SENDCO co-ordinates additional support for pupils with SEND and liaises with their parents, teachers and other professionals who are involved with them.

Class teachers are directly responsible and accountable for all pupils in their class, even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom. The responsibility and accountability for the progress and development of pupils with SEND lies with the class teacher.

2. Types of SEND supported?

We support children with:

Communication and Interaction needs

Communication and Interaction Includes:

- Receptive Language.
- Difficulty in understanding and processing language.
- Expressive Language.
- Difficulty with the use of spoken language or nonverbal communication.
- Pragmatic/social communication.
- Difficulty with social interaction, social cognition, and pragmatics.
- Speech sound difficulty.

- Difficulty with phonological skills or articulation skills. The difficulty may not be restricted to one area and may be demonstrated at different levels.
- Autistic Spectrum Disorders are categorised within this area of SEND Support.

Cognition and Learning needs

This area of SEND Support can include difficulty in curriculum-related areas such as:

- Reading, writing and spelling.
- Numerosity.
- Comprehension
- Processing difficulties such as sequencing, inference, coherence and elaboration.
- Working memory.
- Short term verbal memory.
- Other types of executive function difficulties.
- Dyslexia and dyscalculia come into this area of SEND Support.

Social, Emotional and Mental Health difficulties

The area of social, emotional and mental health needs (SEMH) includes:

- Social and emotional functioning.
- Wellbeing.
- The ability to regulate self and behaviour.
- Mental health difficulties.

Sensory and/or Physical needs

This area of SEND Support includes:

- Hearing or sight impairments.
- Physical disabilities.
- Medical conditions affecting a certain area of the body.
- Sensory Processing difficulties.
- Multi-sensory impairments.

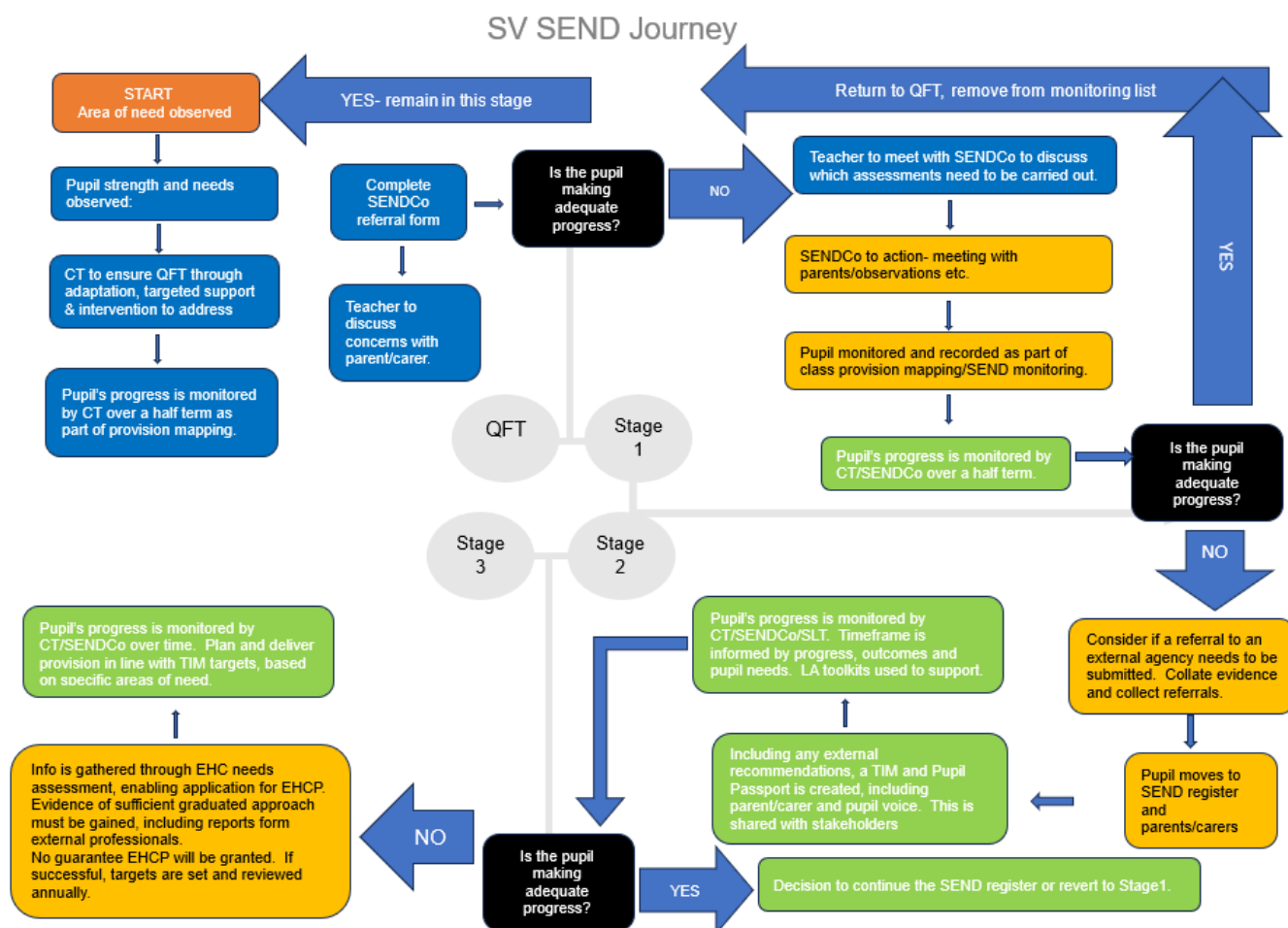
Cognition and Learning	Social, Emotional and Mental Health	Communication and Interaction	Sensory and Physical Difficulties
			

3. What are our procedures for identifying, assessing and monitoring our children with SEND?

There are several ways in which pupils might be identified as having SEND, including:

- Pupil Progress Meetings - Teachers meet with a member of the senior leadership team regularly to discuss children's progress – concerns could be raised at this time if pupils are not making expected progress.
- SENDCo/Teacher Meetings – Teachers meet regularly with the SENDCo identifying any potential needs through the SEND Policy monitoring and referral processes.
- Monitoring - Senior leaders monitor termly assessments, data, exercise books and lessons as part of their monitoring activities and could then identify pupils not making expected progress.
- Parents' Evenings - Teachers meet parents/carers regularly for 'Parents Evenings' during which parents or teachers could raise any concerns they have about their child's progress.

- Referral - Teachers can refer children to the SENDCo through the SEND Policy referral procedures if they have concerns about a specific child or want to request advice and support implementing provision/interventions for children who aren't making the expected progress.



Leaders will:

- Create/communicate schemes of delegation and align SEND journey to policy.
- SEND data overview created to strategically plan for SEND provision and identify trends.
- Monitor the number of pupils being identified.
- Closely monitor and evaluate QFT, including adaptations and the quality of intervention.
- Monitor progress rates of all pupils including SEND.
- Specific 'at risk' pupils identified and monitored in PPM.
- Ensure CPD pathways for all staff based upon current/upcoming needs.
- Monitor/QA provision for SEND pupils.
- What is the impact of provision over time?
- How are the staff/resources/funding structured to maximise the impact?
- Supporting and leading staff to manage needs.
- CPD for specialist staff.
- Ensure processes for communication/transitions are robust.
- Meeting with the SENDCo to identify need/strategically and financially plan for pupils with SEND.

- Monitor/QA pupil, parent voice and curriculum content, in relation to SEND, including the quality of targets for pupils with additional needs.
- Continue to monitor/QA all aspects of QFT and interventions both discrete and in class.
- Ensure processes for communication/transition are robust.

Children classed as having SEND (Special Educational Needs or Disabilities) can be identified in the following ways:

1. Has difficulties in one or more of the Four Broad Areas of Need despite intervention

The areas of need are:

1. Communication and interaction:

Under the SEND Code of Practice, communication and interaction needs include difficulties with understanding and using language, communicating with others, and interacting socially. This may include children and young people with speech, language and communication needs (SLCN), as well as those with autism, who may experience differences in social communication and interaction. Schools should identify individual needs and provide appropriate support and reasonable adjustments to enable pupils to communicate, participate and access learning.

2. Cognition and learning:

Under the SEND Code of Practice, cognition and learning needs refer to difficulties that may affect a child or young person's ability to learn, understand, remember, process information, and develop new skills. This can include specific learning difficulties such as dyslexia, dyscalculia and dyspraxia, as well as moderate, severe or profound learning difficulties. Children and young people may require additional support, adapted teaching and appropriate interventions to help them access learning and make progress.

3. Social and emotional and mental health difficulties:

Social, Emotional and Mental Health (SEMH) needs refer to difficulties that may affect a child or young person's emotional wellbeing, behaviour, relationships and ability to engage with learning. Under the SEN Code of Practice, these needs may include difficulties with managing emotions, developing relationships, regulating behaviour, coping with change or maintaining positive mental health. Appropriate support should be identified and provided to help the child access learning and participate successfully in school life.

4. Sensory and/or physical needs:

Under the SEND Code of Practice, sensory and physical needs refer to difficulties that affect a child or young person's ability to access learning because of sensory or physical impairments. This can include **hearing or visual impairments, physical disabilities, or sensory processing difficulties**, and may require additional support, adaptations or specialist equipment to help them participate fully in education.

If a child is considered by school to have Special Educational Needs and/or Disabilities in one or more of the four broad areas of need, then they will be placed on the school's SEND Register. Parents will be informed if children are added to or taken off the register.

4. How do we consult parents of children with SEND and involve them in their child's education?

Parents of children with SEND are invited to a termly meeting (3 x per year) with the class teacher to discuss their child's provision (how best to support the child) and set/review personal targets using the TIM (This is Me) format. During the first two terms, this will be through parents' evenings.

Children of parents with an EHCP (Education Health Care Plan) are additionally invited to an annual review in which we discuss the EHCP provision and outcomes, making adjustments where necessary.

SEND Policy

All schools have a Special Educational Needs and Disabilities (SEND) policy which sets out how they support children with SEND at their school. You will find our current SEND policy on our website. Inclusion within school starts with Quality First Teaching which refers to strong, inclusive classroom practice that anticipates diverse learning needs and removes avoidable barriers so all pupils can participate and progress. If your child has Special Educational Needs and/or Disabilities the curriculum will be closely matched to their particular level

of attainment. If your child has a specific impairment, such as a hearing or visual impairment, then training is always undertaken by the adults working with your child to make sure that they are fully included in all activities within the classroom. Our school is fully inclusive, and all children are encouraged to take part in all our clubs, trips and activities. If your child wishes to take part in a club, trip or activity we will make sure, through discussion with you, that all their needs are appropriately met.

Pupils and parents are involved at every opportunity from the early identification of Special Educational Needs and Disabilities through each stage of the process. Parents evenings are held with pupils and parents to discuss progress and agree further TIMs targets for achievement. If an outside agency comes into school to assess or observe your child, you will be invited into school to either meet with the agency or SENDCo to discuss the report or feedback from the observation. Occasionally it is necessary to set up a manageable home-school book or chart for a child. This would be filled in by the class teacher and parents daily. Parents are encouraged to contact the class teacher or SENDCo at any time in the term to discuss any specific issues or concerns regarding their child. Parents are also encouraged to complete the feedback form sent out by the SENDCo three times per year.

5. How do we consult children with SEND and involve them in their education?

Children are invited to contribute to their TIM (This is Me) (three times a year), and add their voice to their pupil passports.

Children with SEND are specifically interviewed as a small group by a member of staff to ask about their learning, the support they receive and their targets. This is to ensure we are aware of their perception of what is in place so that we can make adaptations accordingly. This takes place through subject leader monitoring and monitoring by the SENDCo through their action plan.

6. How do we assess and review our targets and provision for pupils?

The TIM targets are reviewed six times a year; three times a year with parents. These are all recorded on TES Provision Map: <https://edukeyapp.com/account/login>

The teachers outline what provision is in place for EHCP children and what the impact was for each. This is all recorded on TES Provision Map.

Children who receive any form of intervention are assessed at the start and end of the intervention; this is again recorded on TES Provision Map.

7. How do we support transition to new classes or new schools?

At the end of this year, teachers meet to share information about all children in their class. This is protected time as part of our staff meetings. Any notes about children who are anxious about transition or who require extra transition will have access to extra resources and time. This can be a transition booklet, postcards home over the summer from the new class teacher, and/or a social story about transition. A school sway is also shared with staff details, so that children can become familiar with the new adults in their classroom, and their parallel class. Our Learning Mentor can support children who find transition particularly difficult.

Year 6 children will have specific PSHE lessons to support them in transition to a new school, as well as transition visits to their new school and from their new school.

8. How do we adapt the curriculum and the learning environment for pupils with SEND?

All teachers are expected to identify and remove barriers to learning for children to be able to fully access the lesson. This may include specific resources to support their learning; examples of this are: a laptop to type rather than hand-writing pieces of work; a Dictaphone to record ideas and then write as pupils play it back to themselves; first and next boards to communicate what task should be completed first before moving on. These strategies can be recorded on the TIM so that all staff are aware of what works well for pupils in lessons. Teachers are expected to adapt and scaffold lessons through Quality First Teaching to ensure pupils are able to access learning at their level.

Those children working well-below the year group expectations (including those working within The Engagement Model or Pre-Key Stage Assessments) will sometimes need separate personalised learning,

particularly for English and Maths. Teachers are expected to provide planning for any teaching assistants delivering such a programme, and to be part of the delivery and assessment on a regular basis.

DFE White Paper: Every child achieving and thriving (April 2026)

'High-quality teaching must be at the heart of our school system.' 'All children should experience a curriculum that is knowledge-rich, broad, inclusive and innovative.'

The curriculum and learning environment for SEND pupils:

Accessibility Plan:

The purpose of the Accessibility Plan is to show how South View Primary School intends to continue to increase the accessibility of the school for SEND and disabled pupils. The Accessibility Plan ensures that we continue to improve all aspects of the physical environment of the school, the curriculum and written information so that all pupils with SEND and/or a disability can take full advantage of their education and associated opportunities.

9. How do we ensure we have the right expertise and training of staff to support SEND children?

The SENDCo regularly gives training to teachers (during staff meetings) and teaching assistants (TA meetings and INSET days). As the need arises, we send specific staff members for training (such as Makaton, Autism Tier 2) and sometimes we invite specialists to provide training to a group of staff within school (e.g. Precision Teach training for interventions). We have good links with outside professionals and know how to request training and CPD for staff.

We have members of staff who, through training and experience, are more specialised supporting in specific areas of special educational needs. Children can then be allocated to the suitable members of staff for specific intervention work if needed.

10. How do we evaluate the effectiveness of the provision made for children with SEND?

All children receiving interventions will be assessed before and after the intervention. This data is added to the entries made on TES Provision Map.

Through TIMs meetings with parents, the provision for SEND children is evaluated three times a year; also through annual reviews for those pupils with an EHCP, for discussions to be held enabling effective and robust review of the provision and education outcomes in line with their plan.

The SENDCo analyses the assessment data to see whether children with SEND are attaining and making progress in line with their peers. Through pupil progress meetings, concerns about specific children can be identified and addressed.

11. How are children with SEND enabled to engage in activities with children in the school who do not have SEND?

Children with SEND are invited to join all extra-curricular activities such as after school clubs, residential trips and daytrips. Support is put in place to enable the children to be able to fully access these activities.

For any in-school activities, teachers must put support in place that enables all children to be included and be able to access all learning opportunities.

12. How do we support children's emotional and social development, and what extra pastoral support arrangements are in place for listening to the views of children with SEND (including measures to prevent bullying)?

We have a learning mentor in school who is trained to deliver support programmes, specifically ELSA, either one-to-one or in small groups. She also provides drop-ins during breaktimes and lunch times, so that children can go to her with any worries or concerns around friendships or bullying.

Children with SEND are specifically interviewed as a small group by a member of staff to ask about their learning, the support they receive and their targets. This is to ensure we are aware of their perception of what is in place so that we can make the relevant adaptations. This takes place through subject leader monitoring and monitoring by the SENDCo through their action plan.

13. How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?

The SENDCo, is aware of the professionals that we can access/refer pupils to, including but not limited to:

- Educational Psychologist (EP) – assesses and observes pupils at school and provides advice to school.
- Specialist Teacher Team (STT) – assess individual pupils at school to help identify learning difficulties and suggests programmes of work to support learning.
- Speech and Language Therapy Service (SALT) – pupils with speech and language difficulties are either seen at school or in clinic and suggested programmes of work are usually delivered within school.
- Lincolnshire Behaviour Outreach Support Service (BOSS) - support the school with pupils who have social emotional and mental health difficulties.
- Pupil Reintegration Team (PRT) - support school with pupils who may be experiencing anxiety-based school refusal and/or social emotional mental health difficulties. Child and Adolescent Mental Health Service (CAMHS) –provides support for social and emotional needs.
- Working Together Team (WTT)– specialized support and advice for pupils with social communication difficulties.
- Early Help Workers – provide support for the family in the family home.
- Community Paediatrics (NHS) – provide medical advice through clinic appointments and can diagnose specific difficulties such as Autism and ADHD.
- Sensory Education and Support Team (SEST) - provides advice and support for pupils with multisensory impairments and individual hearing/ visual impairments.
- Ethnic Minority and Traveller Education Team – (EMTET) Supports children from minority backgrounds.
- Physiotherapist / Occupational therapist – provides programmes of work at school or home to support pupils with physical impairments.
- ECLIPS – Extended Communication and Language Impairment Provision for Students – provides extended specialised support in school for pupils with speech and language difficulties.
- Dyslexia Outreach Team – provides support and training for schools

Jargon

We use many different abbreviations in school that you, as a parent, may not be familiar with. Here are a few explanations:

ADHD – Attention Deficit and Hyperactivity Disorder
TIM – This Is Me Learning Plan
ASD – Autism Spectrum Disorder
BOSS – Behaviour Outreach Support Service
CAMHS – Child and Adolescent Mental Health Services
EBSA – Emotional Based School Avoidance
EHCP – Education, Health and Care Plan
ELSA – Emotional Literacy Support Assistant
EP – Educational Psychologist
ESCO – Early Support Care Coordination
EWO – Education Welfare Officer
EYFS – Early Years Foundation Stage
OT – Occupational Therapist
PCP - Person Centred Planning
PSP – Pastoral Support Plan
SALT – Speech and Language Therapy
SEND – Special Educational Needs and Disability
STT – Specialist Teaching Team
SENDCo – Special Educational Needs and Disabilities Co-ordinator
EHA – Early Help Assessment
FWW – Family Help Worker
TAF – Team Around the Family

The contact details of support services for parents

Lincolnshire Parent and Carer Forum (LPCF)

This service works for all parents and carers of children with additional needs. This is a charity organisation who can offer impartial advice. They plan a range of events and training sessions for parents. admin@lincspcf.org.uk
LPCF, PO Box 1183, Spalding, PE11 9EE

Liaise

Liaise is Lincolnshire's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS).

They provide confidential and impartial information, advice and support to children and young people (0-25 years) with SEN and disabilities, and their parents and carers.

The Liaise advice line is open 9am-4pm Monday to Friday. **Telephone: [0800 195 1635](tel:08001951635)**

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

Information on where the Local Authority's Local Offer is published

To see what support is available locally, have a look at Lincolnshire's local offer:

<https://www.lincolnshire.gov.uk/send-local-offer>

The Governing Body's management of complaints from parents of pupils with SEND concerning the provision at the school

If parents/carers believe that their child has a learning difficulty which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should first talk to the child's class teacher. If things cannot be resolved by the class teacher, the parent should make an appointment to see the SENDCo (Mrs Stewart). Most concerns can be resolved in this way. If parents are still dissatisfied, they may choose to raise their concerns with the Head Teacher Mrs Tomlins or the Governing Body by following the school complaints procedure as outlined in the Complaints Policy.