

Stickney Church of England Primary School



SEND Information Report

**School's Contribution to the local
offer 2025-2026**

Statutory Information for the School Website

This information is reviewed annually by the SENDCo.

SEND Information Report and School's Contribution to the Local Offer

Name of School:	Stickney Church of England Primary School
Address:	Main Road, Stickney, Boston, PE22 8AX
Telephone:	01205 480254
Email:	nquiries@stickney-newleake.co.uk
Executive Headteacher:	Mrs Rachael Cotton
Special Educational Needs Co-ordinator:	Mrs Natalie Hill
Age Range:	YR-Y6 (4-11 years). Nursery on site (from 2 years)
Latest Ofsted Inspection:	July 2025
Number of Pupils with Special Educational Needs:	36 (Reception – Y6)
Number of children receiving additional support:	Total on SEN register (Yr-Y6): 36 pupils – 25% (including 13 with EHCPs) SEN Support – 23 pupils – 15.7% Average for Lincolnshire – 13.8% Education, Health and Care Plans (EHCP's) 13 (YR-Y6) 8.9 % Average for Lincolnshire – 4.7%

Our Christian Vision

Our inclusive Church School aims to fulfil the potential of all. We work together to open minds and broaden horizons from the foundation of our shared Christian values. We pursue excellence through out inspiring and creative learning environment and we empower every member of our community to seek positive transformation in the world.

Our Curriculum Intent

At Stickney Church of England School, we are proud to offer an engaging and empowering curriculum that equips children with the knowledge, skills and confidence to succeed today and into the future. Our curriculum is underpinned by 4 key drivers:



Christian Values

Our values of Respect, Fairness, Honesty, Forgiveness, Kindness and Trust are embedded in everything we do and learn.



Curiosity

We encourage inquisitive learners whose curiosity makes them wonder why and want to know more.



Vocabulary development

We develop articulate learners who use and understand a wide range of vocabulary.



Love of reading

We help children to use books to learn but also to help them escape into other worlds.

SEND provision

We are a friendly, mainstream, church school with a commitment to inclusive practice. We recognise that children learn at different rates and that there are many factors affecting achievement. At Stickney Primary, we pride ourselves on identifying problems as early as possible and providing tailored support to enable each child to achieve their full potential. We regularly track pupils' progress and where there is evidence that a pupil is not making age-related progress in one or more areas of the curriculum, we provide additional support in class or use interventions to target areas of need.

Along with pupil tracking, any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Use of V-SEND tool
- Widening gap between self and majority of peers
- Feedback from service providers or other professionals
- Records transferred from another school
- Baseline, statutory and ongoing assessments

If a concern is raised, then class teachers would talk to you about your child's progress and suggest ways in which you could help at home. If difficulties persist, the SENDCo may become involved. At this point, there may be a need for more specific assessments in school. The SENDCo will discuss the next steps with you and your child (if appropriate).

Identifying Children with Special Educational Needs

We use a range of school assessments in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is ongoing and it is for all pupils in school.

Children with special educational needs are identified when, despite receiving differentiated learning opportunities, they:

- Make little or no progress when teaching approaches are targeted particularly in a child's area of identified weakness
- Show signs of difficulty in developing skills which result in poor attainment in some curriculum areas
- Present persistent emotional or social difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- Have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Have a communication and/or interaction difficulties, and continue to make little or no progress despite the provision of a differentiated curriculum.

The class teacher and SENDCo will communicate closely in order to provide a targeted approach to supporting your child with any difficulties. Please note that school staff are not trained to be able to diagnose, for example - dyslexia, autism, etc. If required, after consultation with parents, school will seek to involve, and work in partnership with, other outside agencies. This could include Speech and Language Therapists, Specialist Teaching Team, Health Visitors, Paediatricians and the Working Together Team.

Policies for making provision for pupils with SEND

If your child is identified as having SEND, in addition to in class support, we can provide additional support in areas such as reading, writing, spelling, maths, speech and language and socialising. If your child has an EHCP (Education Health Care Plan), we will put provision in place as outlined in the plan. Class teachers, working with the SENDCo, monitor pupils' progress regularly and review how your child is progressing. We do this for all pupils in school, not just those pupils identified as having SEND. School Governors and Subject Leaders are also involved in this monitoring process.

We track the progress of all groups very closely. Teachers provide teacher assessments each term and they analyse the results to help them to alter provision to meet the needs of all children. Those identified as requiring support which is greater than the majority of the class will have a Graduated Approach Form (GAF) that will be used to communicate targets and progress between teachers, pupils and parents. The SENDCo monitors the impact of the support put in place and regularly reviews the school's Provision Map which identifies how group interventions and individual support will be timetabled. Where a child's academic targets are in line with whole class targets, this provision will be delivered through quality first teaching.

Teaching, Assessing and reviewing the progress of pupils with SEND

At Stickney Primary, we follow the Graduated Approach. This means that we implement an "assess, plan, do and review" cycle three times per year. We meet with parents and pupils termly to review targets, discuss next steps and amend provision if necessary. Some pupils may require a Graduated Approach Form (GAF), a copy of which will be sent home. These targets will be reviewed on a termly basis. Parents are encouraged to talk to class teachers or make an appointment to speak to the SENDCo if they have any concerns.

Class teachers are trained to adapt their teaching to meet a range of pupils' needs. We differentiate the curriculum accordingly, and take into account ability and the different ways in which pupils learn. The SENDCo has a role in supporting class teachers to do this as effectively as they can. Teachers, Subject Leaders and the SENDCo monitor pupils' books to see how effective these strategies are. We consider recommendations from outside agencies when adapting teaching to meet specific needs. Where necessary, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable pupils to learn more effectively.

The Accessibility Plan is regularly reviewed and we make suitable adjustments to the school building where possible and provide a range of additional resources for SEND pupils (e.g. enlarged texts, coloured overlays, reading books, maths equipment, ICT etc.). The accessibility of the school is reviewed annually as part of our Accessibility Plan. On site we have various accessible exits to the building and facilities are accessible to all on the ground floor.

We group pupils according to their needs and regularly review groupings in order to respond to pupil progress. Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher, 1:1 Learning Support Assistant, or a teaching assistant. This may be on a 1:1 basis or in a small group depending on the needs of the child. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils. Our aim is to provide enough support to help the pupil to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting or Key Stage.

In addition to classroom learning, we generally provide a range of extra-curricular activities (clubs, trips and residential trips) which are made available to all pupils when offered to a particular year group. If a pupil has additional needs, we plan carefully with parents in order to meet specific needs. This support will depend on the needs of the individual child.

We believe that emotional and social development is very important in the overall education of pupils. Being happy at school is crucial and teachers have strategies in place to provide additional support when children are needing some emotional support. Where pupils are found to have needs around emotional and social development, provision is put in place to support (e.g. Social communication groups, positive mindset interventions, Lego/Art therapy, Healthy Minds programmes, circle time, and the use of therapeutic stories and activities designed by Karen Treisman) and progress monitored. Some pupils may have needs related to behaviour and we work closely with parents, and the Pupil Re-integration Team and/or Behaviour Outreach Support Service when necessary, to support such pupils in school. We have a medical policy and if your child has additional medical needs, we have protocols in school to manage such requirements. Your child's safety is of paramount importance to all staff in school. We have a child protection/safeguarding policy and all staff are regularly trained in looking for signs which indicate a concern.

Raising concerns

If you have concerns which you wish to raise, in the first instance, we would encourage you to share these with your child's class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you should contact the Executive Headteacher, Executive Deputy Head, or SENCO. All the relevant contact information is at the top of this document.

Specialist Services and Staff Training

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND. We have had, amongst other training, Dyslexia Awareness, Precision Teaching, Pathological Demand Avoidance, Restorative Awareness, Social Stories, Attachment, ADHD, Autism, RWI (phonics), ELSA, Behaviour as Communication and supporting pupils with Visual Impairment. Part of the role of the SENDCo is to identify what training is needed and to ensure that any specific requirements will be met. We work with a range of outside agencies to secure specialist expertise. These include:

Speech and Language Therapists

Educational Psychologists

Specialist Teachers

Community Paediatricians

Health Visitors

Working Together Team

Child & Adolescent Mental Health

Healthy Minds

Here 4 You

Early Help Workers

Behaviour Outreach Support Service

Sensory Education Support Team

Physiotherapists

Occupational Therapists

Early Years Specialist Teacher

SEND Team and Caseworkers

Staffing and Support Provided

Termly assessments are used to establish the level of work that staff provide for pupils. The class teachers provide information which feeds into the provision map, detailing any focused interventions that will take place. Currently, our support staff have intervention timetables, focusing on children who have been identified as needing additional support in order to reach their targets, or to support their mental wellbeing. Regular feedback sessions take place between the support staff, the class teachers and the Executive Leadership Team, to ensure that the impact of the interventions being delivered is as high as possible and to ensure the children are working towards making expected progress.

The support staff structure is as follows:

Teaching Assistants - Miss J Arnold, Miss K Bickerton (ELSA trained), Miss C Dallywaters, Miss S Bourn, Mrs G Handford, Miss P Lea, Miss E MacKinder, Miss C Seal, Mrs A Smith (ELSA trained), Mrs C Whittaker

Higher Level Teaching Assistant (HLTA) – Miss S Dyers

In addition to this, our Executive Deputy Head, Mrs A Crossland is a trained Mental Health First Aider. In addition to this, Mrs Cotton, Mrs Crossland and Mrs Hill are all Senior Mental Health Leads.

Specific SEND training staff have received in the last 2 years:

Senior Mental Health Lead – Mrs Crossland and Mrs Hill

Graduated Approach SEND Briefings with Local Authority, SENDCo Termly Cluster Meetings – Mrs N Hill

AET Tier 1 Training (Autism) – all teaching and learning staff

Precision Teaching – all teaching and learning staff

Dyslexia – all teaching and learning staff

BOSS – Behaviour as Communication – all teaching and learning staff

WTT – Executive Functioning

Healthy Minds – Emotional Regulation

Whole School SEND – Supporting the development of Speech, Language and Communication Skills,

Creating a learning environment that supports Speech, Language and Communication, Understanding

Executive Function, Understanding and Promoting Resilience

ELKLAN – Mrs Pike

Make it Real – developing early literacy – Mrs Pike

The SENDCo also regularly attends LA briefings and local cluster groups to keep up to date with local and national developments and to share best practice.

Parental Involvement

We believe that it is of paramount importance to involve all parents in their child's education. We hold parents' evenings in the Autumn and Spring Terms and provide a comprehensive written report in the Summer Term. We hold SEND review meetings termly for those pupils with additional or significant educational needs, which are sometimes done in conjunction with parents evening by booking out a double slot. Parents can request to see the SENCO or Executive Headteacher for these meetings. We adopt a number of other strategies to communicate with parents depending on availability. This includes informal meetings with staff at the end of the school day, email, home-school books and phone call discussions.

Child's Views

We encourage pupils to contribute their views about their needs and comment on the support they receive. We use One Page Profiles to gather children's views and their likes, dislikes, what they enjoy, what they feel they need support with and how they can best be supported. Where children have an EHCP, these are gathered in a pupil-centred planning meeting and updated as part of the Annual Review process.

Complaints Procedure

We would encourage parents in the first instance to discuss their concerns with their child's class teacher. However, if the matter is not satisfactorily resolved, they should then make an appointment with the Executive Headteacher, Executive Deputy Head or Executive SENDCo. The Chair of

Governors can respond to complaints and mediate with school to resolve any issues, as can the SEND Governor. There is a complaints policy in school, in which such procedures are outlined, and this is available on the school website.

Transferring between phases of education

At Stickney Primary School, we have move up afternoon in the Summer Term enabling pupils to meet their new teacher, hear about the following year's curriculum and discuss any concerns. There are transition events and numerous opportunities for pupils to prepare for their next stage of learning. For example, KS1 pupils spend some time in their new classrooms during the Summer Term as part of their preparation for transition. Teachers from across the key stage are familiar to the children through Collective Worship, playtimes, and other events in which classes mix. We have open evenings for new Reception parents where they can learn about things like the Read Write Inc Phonics Scheme we follow.

We liaise with other pre-school settings and the Reception teacher visits children in their setting as part of the transition. Some children who are joining from another Nursery, join our Pre-School setting in the Summer term to enable an enhanced transition. Meetings are held with local secondary schools to ensure a smooth and effective transition between settings. There are comprehensive transition arrangements in place for all children, but additional bespoke arrangements are made for individual pupils as required, including additional visits to the next school and meetings between parents and SEND staff who will be supporting children at their new setting.

Wider support and the Governors

Governors are aware that in addition to teachers and support staff, a wide range of other professionals and organisations are involved in meeting the needs of all pupils including those with SEND. These include access to Health and Social Care Professionals, Voluntary organisations and Local Authority Support Services as detailed above.

If you need support in finding an organisation or support service for your child, please contact the SENDCo who will be happy to help you navigate through the local offer.

Local Offer

We work closely with the local authority to ensure that our school offer of SEND complies with the new Code of Practice. The local authority's local offer can be found on their website:

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2#:~:text=The%20Local%20Offer%20is%20for,to%20find%20the%20right%20information.>

Pupil Progress

We track pupils' progress every day through marking and feedback on pupils' work. This, in turn leads us to professional judgements about how well pupils perform compared with age-related expectations. We recognise that there are variations between year groups but SEND pupils tend to make better progress the longer they are at our school and the older and more mature they are. We

use our data tracking to identify underperforming pupils and to plan to alter our provision accordingly.

Historically, SEND children at Stickney Primary have made better progress than national comparisons and we have received recognition for the progress made in KS2 SATS, by pupils with SEN and those in receipt of Pupil Premium.

Children at Stickney are supported to make very good progress, to the best of their ability, whether or not they are identified as having SEND. We use the various assessment tools including Power Maths, past SATs papers, RWI and Accelerated Reader to help us to track progress. In addition to this, we use NFER assessments to identify if children are achieving their personal targets and implement any necessary support to ensure all children are reaching their full potential.

Medical and Mental Health

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also have special educational needs (SEN) and may have an EHC plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (2014) is followed. Equally, children's mental health should be appropriately supported so that they can have full access to education. Children with a special educational need or disability may also have mental health issues that require support from school as part of, or in addition to mainstream class provision. Our ELSA , Healthy Minds, Lego Therapy, Mindset and Talkabout interventions provide targeted support for social, emotional and mental health needs, as well as communication and interaction needs, and these will be tailored to individual children's needs.