



GREENWOOD ACADEMIES TRUST



CONTENTS

1. What types of SEN does the academy provide for?
 2. Which staff will support my child, and what training have they had?
 3. What should I do if I think my child has SEN?
 4. How will the academy know if my child needs SEN support?
 5. How will the academy measure my child's progress?
 6. How will I be involved in decisions made about my child's education?
 7. How will my child be involved in decisions made about their education?
 8. How will the academy adapt its teaching for my child?
 9. How will the academy evaluate whether the support in place is helping my child?
 10. How will the academy resources be secured for my child?
 11. How will the academy make sure my child is included in activities alongside pupils who don't have SEND?
 12. How does the academy make sure the admissions process is fair for pupils with SEN or a disability?
 13. How does the academy support pupils with disabilities?
 14. How will the academy support my child's mental health and emotional and social development?
 15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?
 16. What support is in place for looked-after and previously looked-after children with SEN?
 17. What should I do if I have a complaint about my child's SEN support?
 18. What support is available for me and my family?
-

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our academy.

If you want to know more about our arrangements for pupils with SEND, read our SEND policy.

You can find it on our website [Seathorne Primary Academy - Home](#)

Note: If there are any terms that we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. WHAT TYPES OF SEN DOES THE ACADEMY PROVIDE FOR?

A child has Special Education Needs and Disabilities (SEND) if they have a learning difficulty or disability that we need to make special provision for.

Some key terms explained:

- Learning Difficulty: when a child finds it harder to learn than most children do.
- Disability (that we need to make special provision for): something that hinders a child from using our school facilities.
- Special provision: is support that is extra or different to what is typically provided.

We ensure that all pupils are equally valued by having equal access to a broad and balanced curriculum, which is adapted to meet individual needs and abilities.

Our academy provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. WHICH STAFF WILL SUPPORT MY CHILD, AND WHAT TRAINING HAVE THEY HAD?

Our staff have lots of SEND expertise and we are fully committed to keep refreshing and developing our skills. We achieve this through:

- Staff meetings and INSET day training;
- Staff supporting each other;
- Online courses and webinars;
- Bespoke support from the Local Authority and external training providers.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs. Rianna Hunt.

She has been working as a SENCO since 2018 and brings over 15 years of teaching experience, including roles as class teacher, maths leader, creative curriculum lead and member of the senior leadership team.

Mrs. Hunt is a qualified teacher, having achieved Qualified Teacher Status in 2010.

She achieved the National Award for Special Educational Needs Co-ordination (NASENCO) in 2018, gaining a merit.

In addition, she has completed further SEND-related training and has experience of delivering CPD and supporting staff to implement interventions effectively.

Mrs. Hunt has also completed relevant safeguarding training to become a Deputy Designated Safeguarding Lead (2025), including Safer Recruitment Training for Hiring Managers (2025) and E-Safety/Online Safety training (2025)

She is currently allocated 3 days a week to manage SEND provision, working Monday, Tuesday and Thursday.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 19 TAs, including 1 higher-level teaching assistant (HLTA) who are fully trained to deliver SEN provision.

Our teaching assistants have specialised knowledge to deliver interventions such as phonics, speech and language and Wellcomm for communication.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These may include, but are not limited to;

- Speech and language therapists

- Educational psychologists
- Occupational therapists
- GPs or paediatricians, as well as Academy nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services

3. WHAT SHOULD I DO IF I THINK MY CHILD HAS SEN?

Identification of the possibility of SEND may come from the parent or carer, the school or other agencies that may be working with the family, e.g. a doctor. The school will then gather key information such as the views of parents/carers, the pupil, and from the teachers including progress data. Sometimes, we ask outside experts to assess children to provide us with advice.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can arrange a time to speak to the class teacher by contacting the school either through phone call, email to the school or by speaking to the teacher at school drop off or pick up.

They will pass the message on to our SENCO who will be in touch to discuss your concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the academy's SEND register.

4. HOW WILL THE ACADEMY KNOW IF MY CHILD NEEDS SEN SUPPORT?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their academy work or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment, or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, an occupational therapist, a paediatrician or in some case a specialist advisory teacher/team.

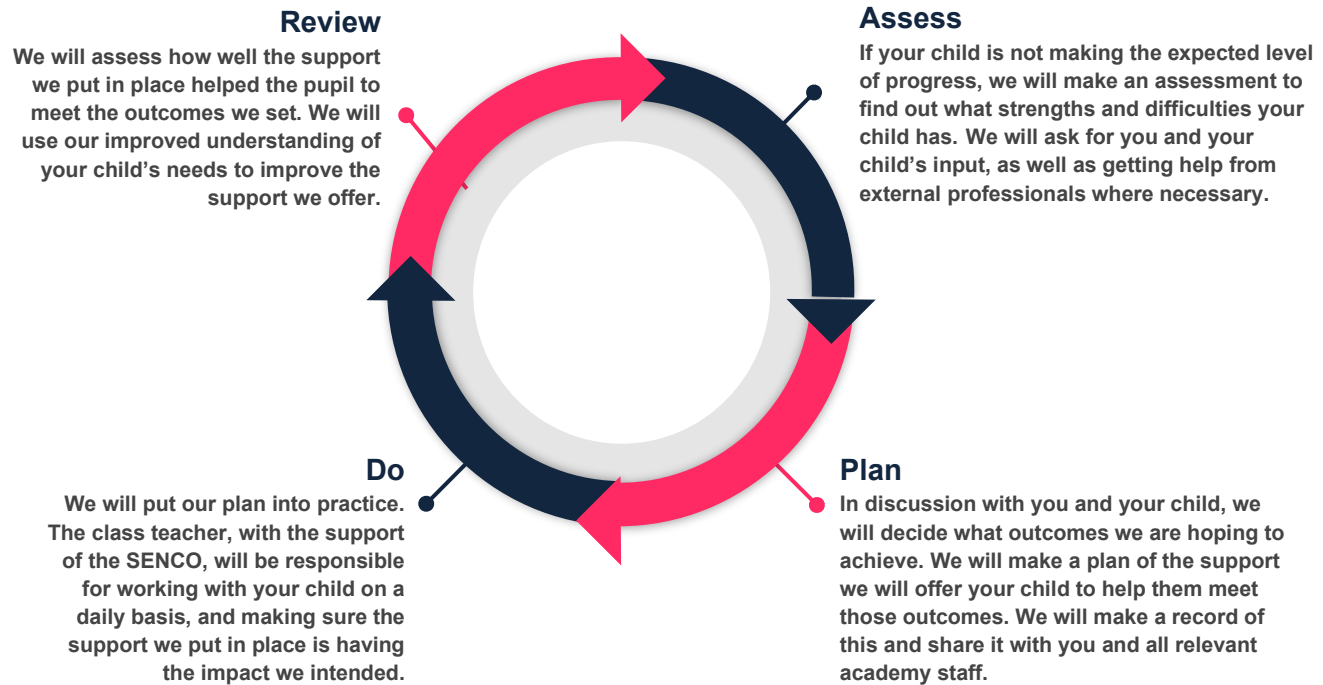
Based on all this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the academy's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. HOW WILL THE ACADEMY MEASURE MY CHILD'S PROGRESS?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the academy's targets, strategies and provisions will be revisited and refined.

6. HOW WILL I BE INVOLVED IN DECISIONS MADE ABOUT MY CHILD'S EDUCATION?

We will provide termly reports on your child's progress.

Your child's class teacher will meet you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you are the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of academy.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

Contact details:

Tel: 01754 764689

Email: admin@seathorneprimaryacademy.org

7. HOW WILL MY CHILD BE INVOLVED IN DECISIONS MADE ABOUT THEIR EDUCATION?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. HOW WILL THE ACADEMY ADAPT ITS TEACHING FOR MY CHILD?

We ensure that all pupils are equally valued by having equal access to a broad and balanced curriculum, which is adapted to meet individual needs and abilities. We do this in the following ways:

- We have effective management systems and procedures for SEND, in line with the Code of Practice (2014).
- We have successful communication between teachers, children with SEND, parents, intervention group leaders and external agencies.
- We acknowledge and draw on parent's knowledge and expertise in relation to their own child.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality.
- We have an effective review cycle that allows us to monitor, review and plan for the next steps of development.
- We ensure that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High quality inclusive teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our academy.

We will adapt how we teach to suit the way the pupils work best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include, but are not limited to;

- Adapting and scaffolding our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Carefully considering our teaching approach, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils in small groups
- 1:1 instruction will be considered in specific circumstances, at which point funding requirements may need to be considered

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Clear routines
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Assistive Technologies Specific interventions
	Moderate learning difficulties	Chunking information Multi sensory approaches Clear routines Visual aids Over-learning/ Repetition/ Pre-teach Additional time Assistive Technology
	Severe learning difficulties	Multi sensory approaches Visual aids clear routines therapeutic interventions
Social, emotional and mental health	ADHD, ADD	Quiet workstation Sensory circuits Visual aids
	Adverse childhood experiences and/or mental health issues	Nurture groups Co-regulation
Sensory and/or physical	Hearing impairment	Reducing background noise Visual aids Assistive technology

	Visual impairment	Assistive technology lighting control accessible resources tactile tools
	Multi-sensory impairment	tactile tools sensory aids
	Physical impairment	accessible resources link to Accessibility Policy

These interventions are part of our contribution to Lincolnshire's local offer.

9. HOW WILL THE ACADEMY EVALUATE WHETHER THE SUPPORT IN PLACE IS HELPING MY CHILD?

We will evaluate the effectiveness of provision for your child by:

- Using provision maps, learning plans and academy data to measure progress each term
- Reviewing the impact of interventions after each cycle of Assess-plan-do-review
- Using pupil questionnaires
- Regular feedback from parents and carers
- Monitoring and analysis by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. HOW WILL THE ACADEMY RESOURCES BE SECURED FOR MY CHILD?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More support staff hours
- Further training for our staff
- New intervention resources
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The academy will cover costs in line with the SEN Notional funding it receives. Beyond this the academy will consult with the local authority to secure funds.

11. HOW WILL THE ACADEMY MAKE SURE MY CHILD IS INCLUDED IN ACTIVITIES ALONGSIDE PUPILS WHO DON'T HAVE SEND?

Our enrichment activities and academy visits are available to all our pupils, including our before and after-academy clubs.

All pupils are encouraged to go on our academy trips including PGL residential trips.

All pupils are encouraged to take part in all aspects of school life including sports day, local visits and other enrichment.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. HOW DOES THE ACADEMY MAKE SURE THE ADMISSIONS PROCESS IS FAIR FOR PUPILS WITH SEN OR A DISABILITY?

We are committed to an inclusive and equitable admissions process that ensures no child is disadvantaged due to a disability or special educational needs. In strict accordance with the Fair Access Protocol, we prioritise the admission of all prospective pupils whose Education, Health and Care (EHC) plan names the Academy, ensuring they are admitted before any other places are allocated.

To maintain this standard of fairness, our oversubscription criteria are carefully designed and regularly reviewed to avoid creating any barriers for pupils with SEN or disabilities.

By prioritising statutory requirements and maintaining transparent selection processes, the Academy guarantees that every child has an equal opportunity to thrive within our learning community, regardless of their individual needs.

13. HOW DOES THE ACADEMY SUPPORT PUPILS WITH DISABILITIES?

We are committed to providing a fully accessible environment which values and includes all pupils regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our Accessibility Plan is published on our website, which details accessibility of provision for all pupils, staff and visitors.

To ensure that no child is disadvantaged, we have ensured:

- Mobility impairments have been catered for including use of ramps, handrails and adaptation to curbs;
- Communal areas, dining areas and classrooms can be accessed for children with a physical mobility;
- Automatic doors on entrance;
- Accessible WC is available;
- Specialist hygiene room is available with hoist and changing bed;
- Lighting, contrast (inc. Colour schemes) and circulation routes are in place for children with visual impairments;
- Visual alarms are mounted on walls to alert children with hearing impairments;
- Hearing loops are available.

14. HOW WILL THE ACADEMY SUPPORT MY CHILD'S MENTAL HEALTH AND EMOTIONAL AND SOCIAL DEVELOPMENT?

Seathorne Primary Academy has a relational approach to all children. This is a person-centred approach which helps to build trust, empathy and respect.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the academy council
- Pupils with SEN are also encouraged to be part of enrichment to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by which is over seen by our SENCo and Pupil Engagement and Pastoral Lead.
- We run a nurture groups for pupils who need extra support with social or emotional development

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the academy council
- Pupils with SEN are also encouraged to be part of enrichment club to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN
- We run a nurture club for pupils who need extra support with social or emotional development

15. WHAT SUPPORT WILL BE AVAILABLE FOR MY CHILD AS THEY TRANSITION BETWEEN CLASSES OR SETTINGS OR IN PREPARING FOR ADULTHOOD?

Transitions are key parts of a child's educational journey, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for children with SEND. Therefore, we closely work with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within the Academy will take place in the summer term; arrangements for transition into Reception or to Secondary school will be planned according to individual need.

Between Years

To help pupils with SEND be prepared for a new academy year we:

- Provide transition days to meet the new teacher
- Additional time with key staff working with the class

Between Academies

When your child is moving on from our academy, we will ask you and your child what information you want us to share with the new setting.

Between Phases

The SENCO of the secondary academy will come into our academy for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary academy timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

16. WHAT SUPPORT IS IN PLACE FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN WITH SEN?

Designated Teacher: Mrs. Rianna Hunt

Tel: 01754 764689

Email: admin@seathorneprimaryacademy.org

The SENDCo, Mrs Hunt is our Designated Teacher for Looked After Children. Mrs. Hunt will work with Inclusion Team, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. WHAT SHOULD I DO IF I HAVE A COMPLAINT ABOUT MY CHILD'S SEN SUPPORT?

The Trust takes very seriously any concern or complaint about the education or other services we provide or about the conduct of our staff. We believe that by tackling concerns at the earliest possible stage it allows us to improve relationships, enhance learning, prevent issues escalating and reduce the number of formal complaints we receive. Complaints about SEN provision in our academy will be dealt with in accordance with our complaints policy and procedure which is available [here](#) or on the academy's website. complaints policy.

You should exhaust all stages of our complaints procedure before considering any escalation to other agencies. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our academy discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-academy/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Details of this can be found within the local offer.

18. WHAT SUPPORT IS AVAILABLE FOR ME AND MY FAMILY?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

SEND Local Offer

[What is the Local Offer? – Lincolnshire County Council](#)

Lincolnshire's SEND Local Offer is an online information service that explains what support and services are available in your local area for children and young people with Special Educational Needs and Disabilities (SEND), and their families. It provides:

- a one-stop shop for information
- information about education, health, and social care services, plus things like activities, transport, and how to get help
- support to make it easier for parents, carers, and professionals to find out what's available and how to access it, all in one place The Local Offer has been co-produced with young people with SEND, parents, carers and service providers.

Liaise- SENDIASS

[Homepage – Liaise Lincolnshire](#)

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 up to the age of 25, with SEN and disabilities, and their parents and carers. They aim to empower families to have the SEND knowledge and understanding they need.

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

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

19. GLOSSARY

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a academy or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the academy provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the academy must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that academies must follow to support children with SEND
- **SEN information report** – a report that academies must publish on their website, that explains how the academy supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, academies or institutions or life stages