

**Special Educational Needs and Disabilities
Annual Information Report
January 2025**

SEND Co-ordinator: Jessica Hardiment

SEND Governor: Geoff Barnes

Our Market Rasen Church School Vision

Our **inclusive school community** puts our **Christian values** at its **core** and **endeavours to develop all members** to be **wise, happy and spiritually aware** individuals who can **achieve their dreams and goals**.

Working with our **local community**, we **care for** and **educate** each person, respecting **individual differences**.

As **Jesus welcomed all**, so we welcome everyone into our school and strive to send them out prepared to be **good citizens** in today's **diverse society**.

We are **preparing for a brighter tomorrow**.

Start children off on the way they should go, and even when they are old they will not turn from it.

Proverbs 22:6

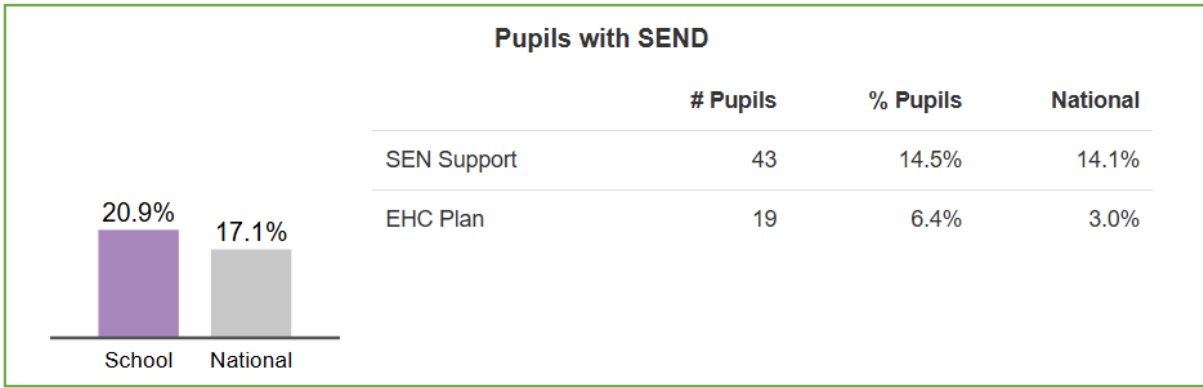
Caring, Respect, Co-operation, Commitment to Achieve, Honesty, Fairness

SEND School Profile (Market Rasen)

As of January 2024, pupils with SEND made up 20.9% of the whole school population

Number of Pupils with SEN by Year Group

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
SEN Support	3	4	5	4	9	7	7
EHCP	2	5	0	5	5	1	1
Total	5	9	5	9	14	8	8



Number of pupils with SEN by Gender

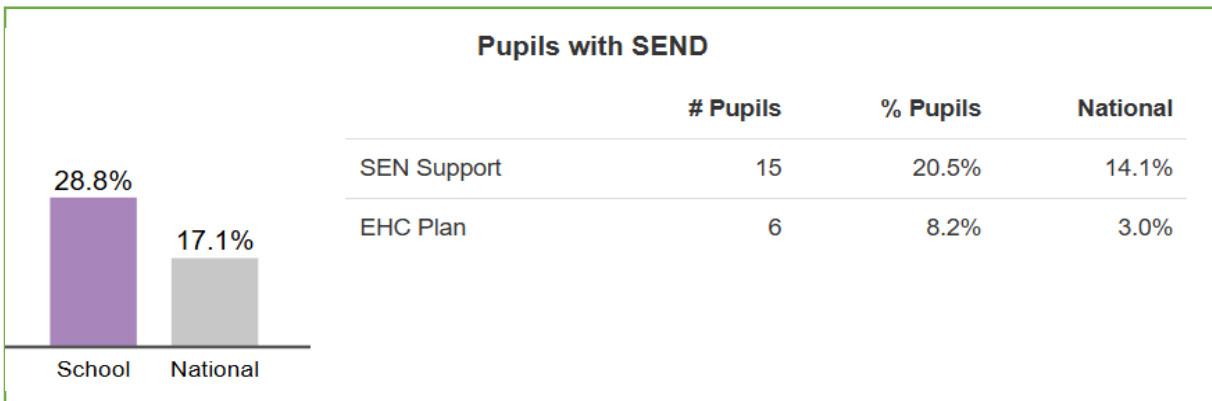
Male	36
Female	22

SEND School Profile (Nettleton)

As of January 2024, pupils with SEND made up 28 % of the whole school population.

Number of Pupils with SEN

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
SEN Support	1	2	1	2	0	1	8
EHCP	1	0	1	2	0	2	0
Total	2	2	2	4	0	3	8



Number of pupils with SEN by Gender

Female	5
Male	16

Introduction

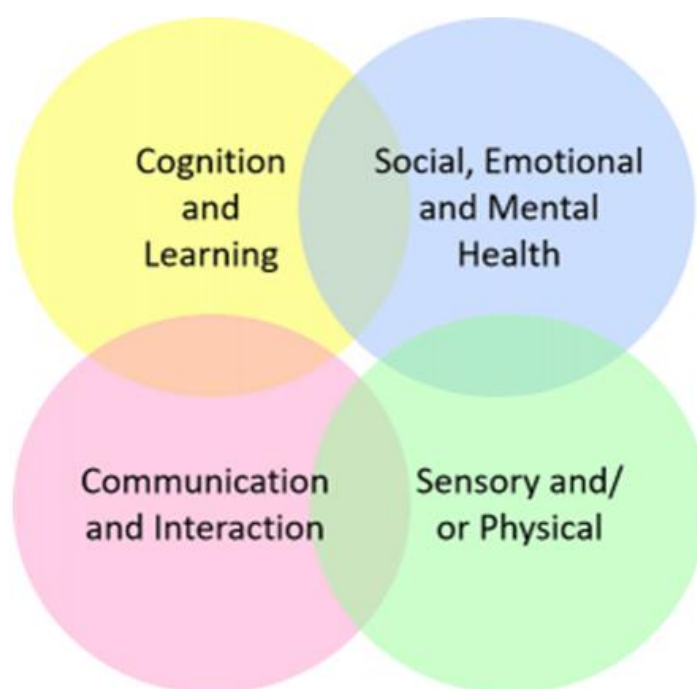
Our schools aim to meet the needs of every child, including those with Special Educational Needs and Disabilities. Together, our school family upholds our shared values of **being caring**, having a **commitment to achieve** for all pupils, showing **respect** towards each other and developing an environment of **co-operation** where school staff and our families can work together to support all our children to achieve and feel happy at school.

In our latest parent view (October 2024) we found that 98% of the parents of children with SEND at Market Rasen, and 100% at Nettleton, felt their children with SEND were supported.

What are Special Educational Needs?

In schools Special Educational Needs (SEN) is defined as any child who has learning difficulties or a disability that means they need additional support or provision that is different from other children in their class.

SEN needs are categorised by the SEN Code of Practice (2013) by the government. They recognise **4 Broad Areas of Need**.



Of course, it is hard to place a child into one area of need. Some children may have needs in several or all of the broad areas of need.

How can I recognise SEN needs?

Lots of different diagnoses and needs fit within the broad areas of need. Many needs are spotted and diagnosed before a child has started school; family members, GPs, health visitors and other agencies may recognise that a child has SEN. Sometimes SEN needs are subtle or become more noticeable in a school age child. There are many things we monitor in school and from conversations with parents about home. The lists below are not an exhaustive list of needs found within a school.

What might be seen in school or at home?

*A child may not be making the expected progress in their learning even though they have had good quality teaching and intervention.

*They may struggle to learn phonics or recognise numbers and letters.

*They may find it difficult to read or write, get letters mixed up or write them backwards, miss punctuation and finger spaces.

*They may find it difficult to remember what they have learnt about.

*They may be reluctant to do homework or read at home.

What might be seen in school or at home?

*A child may be finding it difficult to come into school or leave a parent.

*They may be withdrawn from adults or friends.

*They may struggle to concentrate, fiddle with objects or find it difficult to stay still.

*They may be impulsive, call out in class or talk loudly or more frequently and speedily than other children

*They may struggle to manage their feelings and emotions and display inappropriate behaviour.

*They may struggle to maintain a good attitude to learning.

Cognition and learning needs

Specific Learning Difficulties SpLDs such as dyslexia and dyscalculia

Moderate learning disabilities MLD

Severe learning difficulties SLD

Profound and multiple learning difficulties PMLD

Social, Emotional and/or Mental Health Needs

Anxiety disorders

Depression

Attachment disorders

ADHD (attention deficit hyperactivity disorder)

Trauma

Mental Health needs

Social difficulties

Speech, Language and Communication Needs (SLCN)

Speech sound disorders

Receptive language disorders

Developmental Language disorder (DLD)

Autism Spectrum disorders/condition ASD/C

Sensory and Physical Needs

Visual impairment (VI)

Hearing impairment (HI)

Multi sensory impairments (MSI)

Developmental Co-ordination disorder (DCD)

(dyspraxia)

Sensory Processing Needs

Physical Disabilities

What might be seen in school or at home?

*A child may struggle to be understood or find it difficult to form certain speech sounds.

*They may struggle to name objects or actions or recognise an object's name.

*They may struggle to recognise turn taking in conversations or games.

*They may misread social interactions or struggle to make friends.

*They may find it difficult to understand or follow instructions.

*They may take everything said to them literally and find it difficult to understand humour and sarcasm.

What might be seen in school and home?

*A child may need to be moved closer to the board, rub their eyes or have their paper close to their face.

*They may ignore people who are speaking or talk loudly

*They may be clumsy in their movements, walk into things or fall over more regularly than other children.

*They may find it difficult to hold a pencil and form letters or use scissors. They may use too much or too little pressure.

They may find lights, sounds, smells, tastes and textures overwhelming or very exciting.

It is estimated that between 15% and 17% of children have special educational needs at some time in their school life and 3% of those may require extra provision through an Educational Health Care Plan.

What should I do if I think my child may have special educational needs?

If you think your child may have special educational needs, your first point of contact will be your child's class teacher. You can contact them by email or by arranging an appointment directly with them or through the school office.

Your child's class teacher will share information with the dedicated Special Educational Needs & Disabilities Coordinator (**SENDCo**), **Mrs Jessica Hardiment**, who works across both schools in the federation. You can email her at any time. Mrs Hardiment works Monday -Thursday for the federation and will return emails as quickly as possible.

If you prefer, you can arrange to meet with the SENDCo by contacting either school office.

How will the school respond to your concern?

Your child's class teacher will listen carefully to your concerns or to the reasons why you feel your child may have special educational needs.

They will then gather any information needed (i.e. any assessments, observations).

If the class teacher then feels it is appropriate, they will pass your concerns and any information on to the SENDCo (Special Educational Needs and Disabilities Co-ordinator).

You will be contacted by the SENDCo either by phone, email or letter in order to further discuss any concerns and gather more detailed, specific information regarding your child's individual needs that you see at home.

You may be asked to come to an initial meeting.

The SENDCo may also meet with your child to gain your child's views and experiences.

Talk to us!

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

How does the school decide that my child has SEND needs?

There are a various things we may consider when deciding whether your child has a Special Educational Needs.

Progress

Class teachers, alongside the Senior Leadership Team make regular assessments of all pupils' progress. In identifying children with SEND, we particularly look for:

- Progress which is significantly slower than other children who started at the same time and were at the same level when they started.
- Progress that is slower than it used to be.
- Not catching up to other children in their year, even with lots of support.
- The gap between a child and other children in their year group getting bigger.

It can include progress in other areas other than academic attainment- for example social development, making friends, managing their feelings or learning to be part of the school.

Where a child is making less than expected progress, the first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected, the class teacher, working with the SENDCo, should assess whether the child has SEND.

Other ways of gathering evidence:

- A previous school, pre-school, or nursery may give us information about previous difficulties or support that your child has had.
- You, as a parent, might come to us and say that you think your child needs extra support in certain areas.
- Observations over time in a variety of different environments to get the whole picture of your child's development.
- Pupils may say themselves that they are finding a particular element of school challenging.
- Information from professionals involved with your child outside of school i.e. from a paediatrician or physiotherapist, speech and language therapy and other medical teams.
- We also use advice from the Specialist Teacher Team, who can diagnose learning difficulties, pinpoint needs and give advice on how best support children with additional needs.

Other considerations

Some circumstances can make it difficult to unpick a child's needs. Children who have poor attendance or have recently suffered a change in circumstances that have caused an emotional reaction, such as bereavement, illness, change in schools etc., may experience a temporary change in progress or behaviour. In these cases we may monitor and offer support before making a decision.

In all cases we will assess the situation and information available to us and monitor how things have been going lately in order to make the right decision for your child.

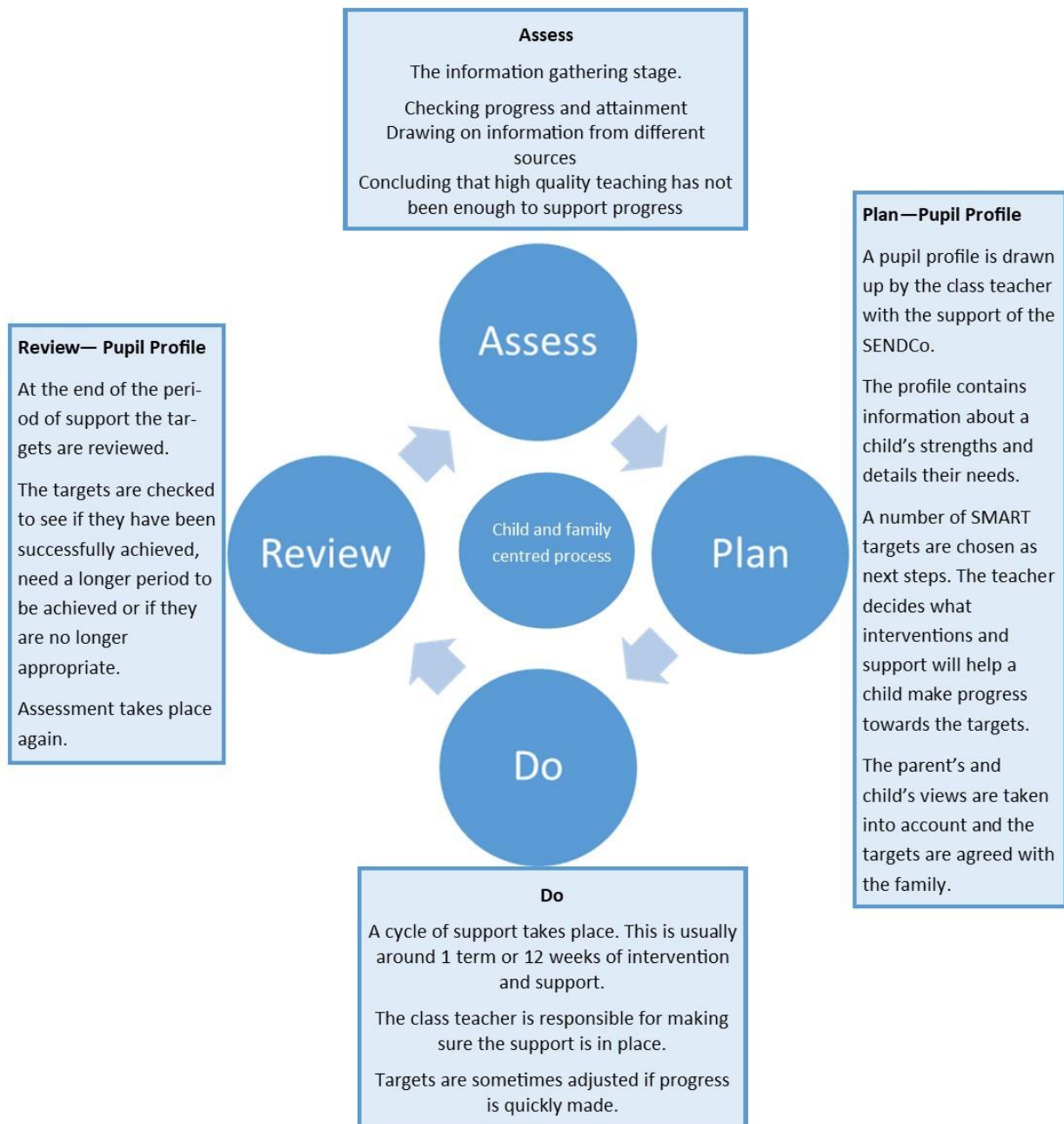
"For some children SEND can be identified at an early age. However, for other children and young people, difficulties only become evident over time." (Guidance on SEN Support; LCC;2018)

If your child is identified as having special educational needs then your child will be placed the Special Educational Needs Register.

What will the school do to support my child?

“Where a child or young person does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on ‘additional to’ or ‘different from’ interventions and provision- a graduated response.” (Guidance on SEN Support; LCC; 2018)

This is often referred to as the **assess-plan-do-review cycle**.



What is a SMART target?

A **SMART** target is **specifically** targeted towards a child's needs. It is **measurable** with a starting point and an aspirational but **achievable** achievement goal. It is **realistic** and takes into account what we expect a child to be able to achieve in the **time**frame given. You can ask your child's class teacher or the SENDCo to explain your child's **SMART** targets and how you can support them to achieve them.

Your child's progress will be monitored by their class teacher and SENDCo and the support they access will be regularly reviewed, in agreement with you and your child. If outside agencies are involved, we will work closely with them to ensure the best outcome for your child.

Reviewed

The quality and effectiveness of the plan is evaluated by the review date. This information is shared with parents and carers usually at Parent Teacher Consultation Evenings and Summer SEN Review meetings.

"If little or no progress is made through the assess, plan, do, review approach, the school should consider seeking external support. At that stage, external support services should be helping to develop interventions aimed at addressing continuing barriers to achievement" (Guidance on SEN Support ; LCC; 2018)

Further support (EHCP)

Additionally, if a pupil's needs are severe, complex, and lifelong, the federation will liaise with specialist services to request an **EHCP**.

EHC stands for **Education, Health and Social care**. So, an EHC Plan is a single action plan that includes all three of these areas if necessary. From September 2014, EHC plans, by law, replaced Statements of Special Educational Needs for children with SEND.

An EHCP Plan would support a child where there is "evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to a school setting. " (A Guidance on SEN Support; LCC; 2018)

Parents are also able to make a request for an EHCP via the EHCP Lincolnshire Hub.

An annual review of an EHC plan must be made by the local authority as a minimum of every twelve months.

Provision Mapping

To keep track of the things we are doing to help children with their learning, each class/year group uses a Provision Mapping Tool. This tool allows us to keep track of the different intervention in place for individuals and groups of learners. It is continually updated as pupil progress is reviewed, usually 3 times per year.

Our Provision Maps keep records of:

- the interventions in place to support the child
- which children are involved
- resources and costings required
- a measure of progress
- a summative assessment of effectiveness

Who will support my child in school?

Who	How and Why
Class Teacher	High quality teaching to support the child's area of need. Sets targets based on your child's needs. Will be ultimately responsible for ensuring the intervention is provided and its effectiveness monitored. May provide additional intervention outside of their normal class teaching.
SENDCo Jessica Hardiment	Can support with effective target setting. Monitors the effectiveness of intervention groups through the use of provision maps for each year group. May complete referrals to agency support, including writing letters of your child's need to GPs. Will lead review meetings and complete relevant paperwork.
Teaching Assistants	Day to day support within the classroom (maybe 1:1 or in a small group). May provide additional intervention, e.g. handwriting, additional reading, scribing in writing, maths practise). Directed by the teacher to support the targets set.
Learning Support Assistants	LSAs support specific children in meeting their targets on a 1:1 basis. Children with an EHCP may have additional 1:1 support
Other members of teaching staff	Other members of teaching staff may have been allocated specific time in the timetable to deliver intervention packages to small groups of children or individuals.
Who else? (see below)	Specialist agencies and/or professionals may come and assess your child to see where their area of need is. They may work with small groups of children who have similar targets. Parental permission will always be obtained first before your child works with any outside agency.

The Nest

Sometimes, children find learning in the classroom difficult to manage because of their high sensory needs or learning difficulties. In January 2025 we set up The Nest for a small number of children to access learning provision and interventions with dedicated staff, while still having time with their own classes. This gives these children time to learn vital skills such as communicating with friends, focus and listening skills and play skills as well as learning to regulate their feelings. In February 2025 a new sensory room will be opening inside The Nest to further enhance the provision.

If your child requires more specialist support, other people may be asked to help us to support your child in school. This may be:

- Educational Psychologist (EP)
- Speech and Language Therapist (SALT)
- The Working Together Team (WTT) (Social and Communication Outreach)
- Physiotherapist
- 0-19 service. Health Visitors or Children and Young People's Nurses
- Occupational Therapist (OT)
- Specialist Teaching Team (STT)
- Community Paediatrician (CP)
- Sensory Education and Support Team (SEST)

- Behaviour Outreach Support Service (BOSS)
- Counselling services including Grief and Loss or CASY
- Healthy Minds
- Mental Health Support Team (MHST)
- Children's Services
- In house Parent Support Advisor (PSA)
- Children's Centre
- ESCO (Early Support Coordination)

What support is there for my child's emotional and social well-being?

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. If you have concerns about your child's social, emotional or mental health their class teacher is always available to offer help and advice in the first instance.

Any concerns can be explored in more detail alongside the SENDCo, who will be to navigate the most suitable level of support for your child. As with any other area of need, the graduated approach will be applied.

It may be that your child would benefit from a targeted block of intervention from one of our four TAs who are trained as an ELSA (Emotional Literacy Support Assistant). The ELSA can offer weekly one to one or group support for targeting specific social and emotional needs. This can be discussed with your child's class teacher.

If your child has particular social and emotional needs that are more complex, we are able to make referrals to specialist agencies, who are able to offer advice to parents and schools on how best to support your child.

We have recently started working with the Mental Health Support Team (MHST) through the NHS and have our own link practitioner who may be able to offer programmes of support or further advice.

Attendance

We regularly monitor attendance, and fully support pupils who are returning after a period of absence. Where needed we will take the necessary actions to prevent prolonged absence including support from school staff and specialist agencies (if required).

There is also support available for children whose difficulties with attendance may be anxiety based. In this instance, you should ask to speak to the SENDCO.

Medical Needs

The Federation has various policies supporting children with specific medical needs including:

- A policy regarding the administration and managing of medicines on school sites.

For children with specific medical needs we, alongside medical professional advice, produce Individual Healthcare Plans which details the child's need, what to do in order to meet the needs of the child, and what to do in a medical emergency.

- Intimate Care policy

Alongside this policy we produce Intimate Care plans for children who require additional adult support in meeting their own intimate care needs. In agreement with parents, the plans detail who

will support the child and when, any additional resources required to support the child and how support will be recorded and shared with parents.

Where appropriate, medical risk assessments are produced.

As a staff we have regular first aid training and updates of conditions and medication affecting children so that the vast majority of staff is able to manage medical situations.

Termly, a member of staff will check the medicine cabinet to ensure that any medicines that your child may need are available and in-date.

Social Development

We offer a wide range of activities to cater for the different interests of the pupils, some of which take place after school. Extra-curricular activities are available for your child to join; including Physical Activities, The Arts and Music and Drama.

All children are included in all parts of the school curriculum.

We also have various interventions which can be put in place to support specific areas of your child's social development.

Safety

Where there are concerns for safety and access, a personalised risk assessment is written and shared with all parties. This will detail any reasonable adjustments that need to be made to meet your child's needs.

How will I know how my child is progressing?

You will be kept informed of how well your child is progressing in a number of ways:

- Appropriate daily communication
- Review of Pupil Profiles and Parents consultation evenings (twice a year). Longer time slots are available for children with SEND
- Summer SEND Review Meetings
- Additional meetings as required
- Email and telephone correspondence if appropriate
- Termly reports
- End of year reports

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

If your child has SEND then they will require support that is 'additional to' and 'different from' most other children. This does not always mean that they need to be taught outside of the classroom, it simply means planning and teaching will be adapted to make the learning more personalised for the specific needs of the child.

Some examples of these strategies are listed below:

<p><u>Concrete Apparatus/ Manipulatives</u></p> <p><i>These can help a child understand the meaning of mathematical processes</i></p> <p>Cubes and counters Base ten (tens and ones) money Dice Number lines/ squares</p>	<p><u>Dual Coding</u></p> <p><i>Adding pictures, symbols or signs to activities or instructions can help children who find reading or understanding language difficult</i></p> <p>Pictorial word problems PECS 'Noun Project' symbols Makaton</p>	<p><u>Adult Support</u></p> <p><i>Adult support can help some children access the curriculum more fully.</i></p> <p>Check –ins Scribing Reading Repeating instructions Prompting and signposting Pre teaching vocabulary</p>
<p><u>ICT</u></p> <p><i>Programmes and equipment to help children communicate more efficiently or learn skills</i></p> <p>Clicker 8 Voice recording Photos Typing Maths and Spelling games</p>	<p><u>Visual Supports</u></p> <p><i>Pictures and charts that help children understand processes and routines</i></p> <p>Now and Next boards Flow charts Visual time tables Check lists Word mats or word banks Displays and working walls</p>	<p><u>Other classroom support</u></p> <p>Talk partners Peer assessment Work stations Sitting positions Chunked work Fiddlers Positive behaviour charts Movement breaks</p>

Details of support strategies can be found on your child's *pupil profile.

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

Our schools measure the progress of all of our children against National Age related expectations of the National Curriculum. The progress of your child will be measured against these National Age related expectations on a termly basis. This will be done through a mixture of formal testing and more informal day-to-day teacher assessments. Each child's progress is recorded on our tracking system and on our provision maps.

From our assessments, termly targets are set based on what the children still need to learn or need to develop.

For the children in our reception classes, their achievements are measured against the early learning goals and a learning journey created to evidence their achievements.

We also have a strong focus on assessment for learning. This encourages children to assess their own learning. This can be done through a number of ways.

- Using a traffic light system to judge whether they have understood the lesson against the learning objective.
- Using thumbs up/thumbs down to show their understanding.
- Using marking ladders to mark their own and others work by ticking off which things they have used.
- Use of talk partners to share their ideas.
- Use of peer assessment.

PIVATS

If your child is well working below age related expectations or finds it difficult to access normal assessment, they may be tracked using PIVATS. This is a small step assessment programme that helps us pinpoint what each child needs to work on. If your child is working on PIVATS, their assessment will be shared each term with the termly assessment report.

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

We frequently use educational visits and residential trips (in Year 3/4 and Year 5/6) to enhance the learning in the classroom and make it 'come to life'. We will always include your child on a visit, ensuring any specific needs they have are taken into account with our risk assessment. If you wish to support your child during a visit, please contact your class teacher. Dependent on the needs of your child, you may be asked to support them on an educational visit.

All children have an equal right to attend our extra-curricular clubs.

How accessible is the school environment?

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

Market Rasen CE Primary

- A portable ramp to access our stepped classrooms and the main entrances.
- Ramp access to the main building
- An accessible hygiene suite with shower, toilet and bench changing facilities

Nettleton Community Primary School

- Disabled toilet facilities
- Fully accessible classrooms (main building) and ramp access to portable classroom

Both sites

- Support to communicate with English as an additional language (EAL) parents can be provided by the Ethnic minority service.
- Access to ICT equipment and Apps such as assistive technology.
- Support from outreach teams such as the Sensory Impairment Service and Physical Disabilities outreach service in making adaptations to the school environment to meet the needs of individual children.

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

We have strong links with our feeder nurseries/pre-schools and to ensure a smooth transition we:

- Send our reception teachers to visit the nurseries to meet your child.
- Receive and use relevant paperwork from the nursery, e.g. your child's learning journey, any SEN or medical information.
- Arrange at least 6 transition visits before your child starts school, including opportunities for your child to meet some of the children currently in Reception.
- Meet with children's key workers to discuss your child's individual needs.
- Hold an induction evening in the summer term before they start, where you will meet your child's class teacher (and others in the school team), get information about how the school runs, the order of the day and chance to visit your child's classroom.
- Meet with Agencies already involved with your child, e.g. Speech and Language therapists to discuss their targets.

Transition between year groups also involves:

- Sharing of information between class teachers (including paperwork, successful strategies)
- Class swap afternoons where your child will meet their new teacher
- “Meet the teacher” sessions in the Autumn term to meet your child’s new teacher

How will school prepare and support my child to transfer to secondary school?

We recognise that moving on to secondary school is a huge change for everyone involved and perhaps even more so for a child who has SEND. We have strong links with our secondary schools and will support your child by:

- Providing additional transition days, separate to the rest of the year group, where the children can spend more time looking round and becoming familiar with the timetable and routine.
- Completing transition books (where necessary) to support your child in becoming more familiar with their new school (i.e. timetable, routine, staff).
- Providing their new school with all the information about the needs of your child through meetings, emails or telephone conversations and by passing on all relevant paperwork.

How will Looked after Children with SEND be supported?

If you support a Looked after Child (LAC) or a child who has previously been looked after (PLAC) they have access to additional funding which will be used to support any SEND needs. LAC children have a termly PEP where all SEND needs are discussed and targets are set and evaluated. This ensures that all parties are working together to make sure their needs are met.

How will I be involved in supporting my child?

We highly value the support that you can offer your child in their education. We would like to encourage you to:

- Attend all parents’ evening and SEN review meetings.
- Support your child with homework if needed.
- Inform us of any changes regarding your child’s family or personal circumstances.
- Communicate any concerns you may have to your child’s class teacher or SENDCo.
- Offer other support relating to your child’s targets as part of the review process
- Become involved in the wider life of the school e.g. support school trips, share talents.

We can also help you support your child by offering:

- Games for developing memory, spellings, maths
- Useful websites and apps
- Strategies for reading

- Specific agency advice – for example games, organisational strategies (e.g. visual timetables), behaviour management strategies

What if I have concerns about my child's support in school?

Your child's teacher is always your first port of call when you have concerns about support in school. Following this, make an appointment with the SENDCo, who will be able to discuss any concerns and support in resolving any issues.

If your child has an EHCP and you still have concerns after speaking to the SENDCo, you can contact your child's caseworker, who will liaise with the school.

How can I access support for myself and my family?

The SEND local offer is the best place to find resources and advice for parents in Lincolnshire.

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

See Lincolnshire Local Authority Family Services Directory online

<http://search3.openobjects.com/kb5/lincs/fsd/home.page>

Lincolnshire's Parent Carer Forum www.lincspcf.org.uk

Healthy Minds <https://www.lpft.nhs.uk/young-people/lincolnshire/young-people/i-need-more-help/healthy-minds-lincolnshire>

We can direct parents to appropriate support groups and agencies if necessary.

Who can I contact for further information?

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

- Your child's class teacher as first point of contact using the email address
(firstname.surname@marketrasen.lincs.sck.uk)
(firstname.surname@nettleton.lincs.sch.uk)

Jessica Hardiment (SENDCo)

Email: jessica.hardiment@marketrasen.lincs.sch.uk

Telephone: 01673 842395/ 01472 851455

