



SEND Information Report

Publication date: January 2026

Review date: September 2027

We want to create an inclusive culture in our school, and we strive to be responsive to the diversity of the children's backgrounds, interests, experiences, knowledge and skills, so that all children are equipped with the skills they need to be successful learners and make the best possible progress.

This SEND Information Report details the range of provision and support which is available to identified children, where it is deemed appropriate. This is under continuous review and subject to change dependent on budgetary constraints, staffing availability and policy review.

Our SEND Policy can be found [here](#)

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School contacts

Headteacher – Mrs. Charlotte Hickerton

SENDCo – Miss. Danni Lacey

SEND Governor – Mrs. Kerry Moyles

To get in touch with any of the above, contact the school office.



Glossary of useful terms:

ADHD - Attention Deficit Hyperactivity Disorder

ASC - Autistic Spectrum Condition

C&L - Cognition and Learning

C&I - Communication and Interaction

EHCP - Education and Health Care Plan

EYFS - Early Years Foundation Stage

HI - Hearing Impairment

LAC - Looked After Child

LP – Learning Plans

MHST – Mental Health Support Team

MLD - Moderate Learning Difficulties

MSI - Multi-Sensory Impairment

PD - Professional Development

PEP - Personal Education Plan

PMLD - Profound and Multiple Learning Difficulties

PP - Pupil Premium

SEMH - Social, Emotional and Mental Health

SEN - Special Educational Needs

SENCo - Special Educational Needs Co-ordinator

SEND - Special Educational Needs and Disability

SLCN - Speech, Language and Communication Needs

SLD - Severe Learning Difficulties

SpLD - Specific Learning Difficulties

SPN - Sensory or Physical Needs

VI - Visual Impairment

VS - Virtual School

What is SEND?

At different times in their school career, a child or young person may have a special educational need. The **Code of Practice** defines SEND as:

A child or young person has an SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the usual differentiated curriculum, intended to overcome the barrier/s to their learning.

What kinds of SEND do we support?

We provide support across the four broad areas of need as detailed in the SEN Code of Practice:

Communication and interaction: Children and young people with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition and learning: Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Social, emotional and mental health difficulties: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or distressing behaviour.

Sensory and/or physical needs: Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

SEND Profile (2025-2026)

We currently have 21% of pupils identified as having SEND. 4.1% of children at SFH have an EHCP. 17% of children at SFH are receiving SEN support.

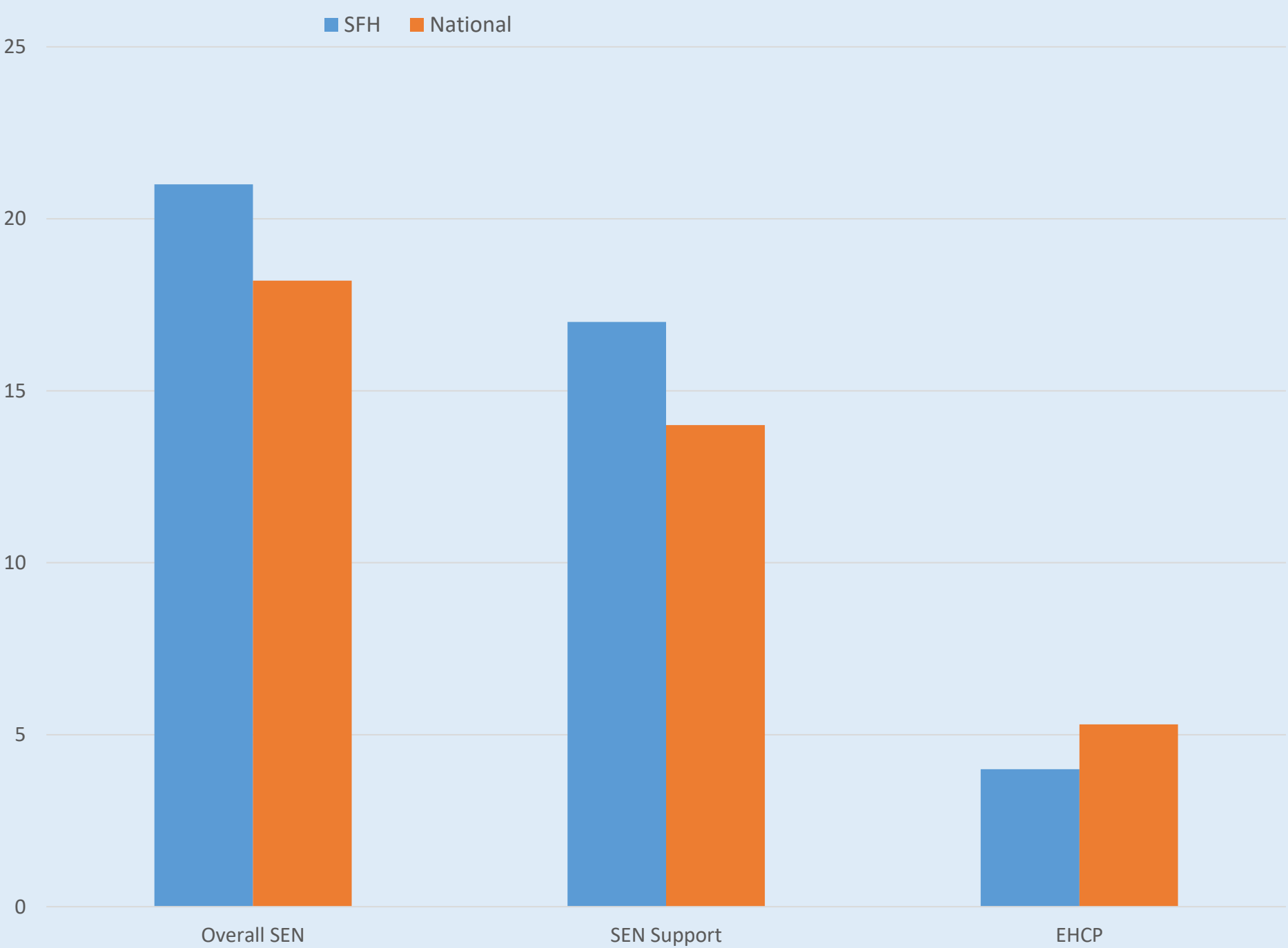
These percentages are made up of the following groups:

35% (7.4% of school) are identified as having an SEND linked to Communication and Interaction.

44% (9.2% of school) are identified as having an SEND linked to Cognition and Learning.

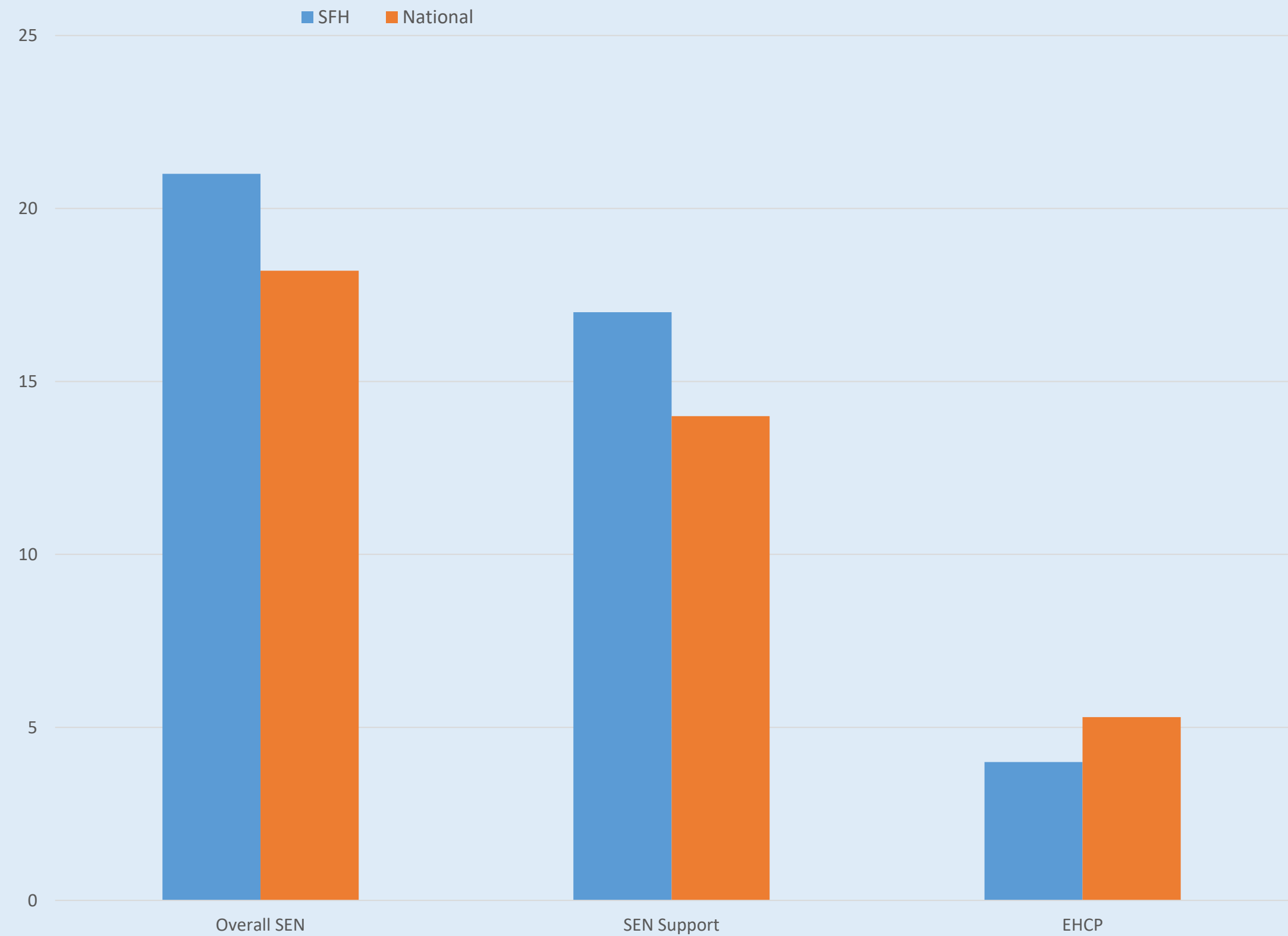
18% (3.9% of school) are identified as having an SEND linked to Social, Emotional and Mental Health.

3% (0.5% of school) are identified as having an SEND linked to Physical and/or Sensory needs.



Many of our pupils have needs across more than one of these groups. These figures show the primary need.

National comparisons

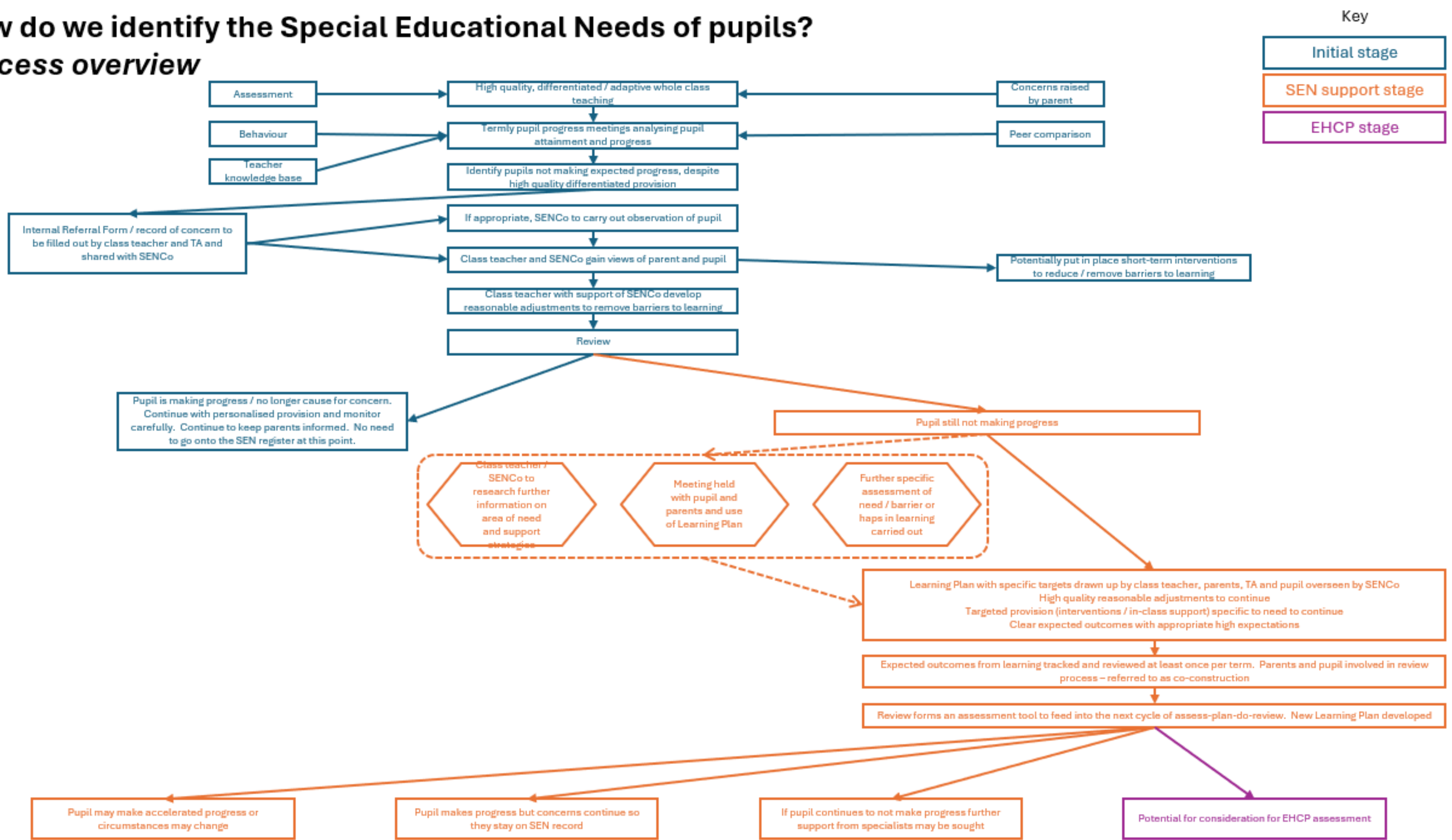


For national data, visit:
<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2024-25>

How do we identify the Special Educational Needs of children?

How do we identify the Special Educational Needs of pupils?

Process overview



What is our approach to teaching learners with SEN?

Our aim is to create a learning environment which is flexible to meet the needs of all of our learners. As stated in the Teaching Standards and the Code of Practice, the class teacher remains responsible for ensuring all children, including those with SEND, make progress.

Quality First Teaching:

The first step in responding to the needs of children with SEN, is 'Quality First' teaching. This ensures that personalised approaches are incorporated into the learning environment to meet the needs of our learners with SEN. Teachers have the highest expectations for all pupils in their class. Teaching is built on what the child already knows and can do. Different ways of teaching are in place so that all pupils are fully involved in the classroom learning, through effective challenge and differentiation. Teachers will use a range of adaptations dependant upon need.

Specific strategies, which may be suggested by the SENCo or outside agencies, are used to support children with SEN to learn. Staff will keep parents/carers informed with how children are progressing, along with any successes or concerns. Children's progress is constantly monitored, assessed and reviewed to ensure that any gaps in their learning will be identified and addressed.

What is our approach to teaching learners with SEN?

Targeted Interventions:

Where a specific learning need has been identified, targeted intervention may be in place. This may run in the classroom or in separate sessions outside of whole class teaching. They may be delivered by a teacher or teaching assistant and are usually group sessions to target a group of pupils with a similar need. Targets will be identified before the intervention begins and their impact will be reviewed and assessed once complete.

Specialist, Individual Interventions:

For some children, it will be necessary to provide a highly tailored, bespoke intervention to meet a child's needs. In some occasions, this may involve 1-1 support. Some children will have access to aids and materials to support their learning, for example ear defenders, fidget toys and wobble seats.

What is our approach to teaching learners with SEN?

Cognition and Learning			
<u>Possible needs/ difficulties</u>	<u>Provision</u>		<u>Specific interventions and support</u>
• Reading and spelling • Learning new information and concepts • Working with numbers • Specific diagnosis such as dyslexia or dyscalculia • Working memory • Concentration • Organisational skills	• Quality first teaching with appropriate differentiation in terms of work and delivery • A broad and balanced curriculum • Adult support in lessons to scaffold learning • Learning scaffolded with adapted resources such as writing frames • Individual timetables to support brain breaks and extra processing time • ‘When and Then’ boards • Re-capping/pre-teaching of prior learning in each lesson • Modified arrangements for accessing tests	• Word mats • Working walls which display key learning and key vocabulary • Short, clear instructions • Classrooms that are accepting of mistakes and appreciate that they can help us learn • Access to concrete resources • Visual prompts to remind children of a task • Technology such as voice recorders • Modified arrangements for accessing tests • Enhanced transitions • Cooperative learning strategies • The use of Ready, Respectful, Safe	• Precision teaching • Read, Write Inc. phonics • TT Rockstars • Pre and post teaching • PIVATS assessments • Coloured overlays • Clicker software • Referrals to specialist services • Numicon • Spelling frame

What is our approach to teaching learners with SEN?

Communication and Interaction			
Possible needs/ difficulties	Provision		Specific interventions and support
• Understanding language (receptive) • Using language (expressive) • Understanding how to communicate with other people (social communication) • Attention and listening • Stammering • Conditions including Specific Language Disorder, speech sound disorders and Autism Spectrum Condition	• Quality first teaching with appropriate differentiation in terms of work and delivery • Visual aids such as key vocabulary (word banks), mind maps and diagrams • Visual timetables and clear and consistent routines • Adult support to scaffold learning • Thinking time given before expecting a response • When and Then’ boards	• Recording devices • Individual workstations • Social stories • Enhanced transitions • Modelling of good language • Providing plenty of opportunities for speech throughout learning • Printed instructions and checklists • Individual timetables to support brain breaks and extra processing time • Cooperative learning strategies • The use of Ready, Respectful, Safe	• WellComm assessment and intervention • Referrals to speech and language • Specific speech and language intervention as directed by a speech therapist • Referrals to specialist support • ELSA • Attention Autism • https://www.lincolnshirechildrenstherapyservices.nhs.uk/ • Widgets

What is our approach to teaching learners with SEN?

Social, Emotional and Mental Health Needs			
<u>Possible needs/difficulties</u>	<u>Provision</u>		<u>Specific interventions and support</u>
• Forming and maintaining relationships • Withdrawn and/or isolated • Anxiety • Behaviours that interfere with learning • Behaviours that pose a risk to themselves or others • Disorders such as ADHD, ADD, attachment disorder • Eating disorders • Low self-esteem • Hyperactive and lack of concentration • Challenging behaviour	• Quality first teaching with appropriate differentiation in terms of work and delivery • RSHE curriculum that promotes health and wellbeing • A nurturing ethos across the school • Clear classroom routines, supported by school values and 'rules' • Whole school behaviour approach • Staff trained in Team Teach strategies	• Access to quiet space in the classroom • Mental health champion • Visual timetables and 'When and Then' boards • School council • E-safety teaching • Anti-bullying BOO • Enhanced transitions • Pupil Support Plans, Behaviour Intervention plans • Cooperative learning strategies • The use of Ready, Respectful, Safe • Social stories	• ELSA • CASY Counselling • Referral to MHST • Sensory circuits • Referrals to specialist support and multi-agency working including the Family Support Process • Lego therapy • Risk assessments • Reward charts • Team Teach • Trauma informed Practice • Lunchtime alternative provision

What is our approach to teaching learners with SEN?

Sensory and/or Physical Needs			
<u>Possible needs/ difficulties</u>	<u>Provision</u>		<u>Specific interventions and support</u>
• Visual impairment • Hearing impairment • Multi-sensory impairment • Gross motor difficulties • Fine motor difficulties • Self-organisation for daily living • Diagnosed conditions such as cerebral palsy and dyspraxia	• Quality first teaching with appropriate differentiation in terms of work and delivery • An environment which values diversity and encourages respect • An accessible site with adaptations made where needed • Printed copies of materials being used on the board • Seating adjustments dependent on physical or sensory barrier • Enhanced transition • The use of Ready, Respectful, Safe	• Disabled toilets • Medical room • Adaptive equipment including overlays, sloping board and pencil grips • Recording technology • Modified assessment papers • Additional scaffolding support from classroom teaching assistant • Writing on displays, on whiteboards and worksheets in an accessible font • Large print	• Support from outside agencies such as physiotherapy and occupational therapy • Sensory circuits • Handwriting programmes • Specific technology • Care plans • Ear defenders • Writing slopes • Referrals to specialist services • Different colour reading overlays • Specialist equipment

What is our approach to teaching learners with SEN?

SEN and EAL

‘Identifying and assessing SEN for young children whose first language is not English requires particular care’. (SEN Code of Practice, 2015)

Being able to speak more than one language is something we celebrate at SFH.

When a child who has English as an additional language is being considered for having an SEN, we have to look carefully at all aspects of a child’s performance in different areas of learning and development to establish whether a lack of progress is due to limitations in their command of English or if it arises from SEN or a disability.

Difficulties related solely to limitations in English as an additional language are not SEN.

What is our approach to teaching learners with SEN?

Specialists and External Agencies

We will value the advice and expertise from specialists and external agencies. Wherever possible, we aim to implement the suggestions made. Below are some of the specialists we regularly work alongside:

MHST

Referrals for right time support.

Working Together Team

Offering training and support around ASC

Educational Psychologist / School Support Teacher

Identify barriers to learning and underlying needs.

School - School

Access to expertise from specialist provision schools in Lincolnshire, can offer training or support for a specific child.

Lincoln Community Health Services

Occupational and physiotherapy support.

PRT

Pupil Reintegration Team
Support schools around behaviour

Paediatrician

Health needs and neurodevelopmental concerns

Physiotherapist and occupational therapist

Specialist assessment and intervention for children with physical difficulties and helping to support independence.

Local Offer

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

BOSS

Behaviour Outreach Team
Working with schools and children around behaviour

Speech and Language Therapist

Assessments of speech/language/communication needs and provide interventions.

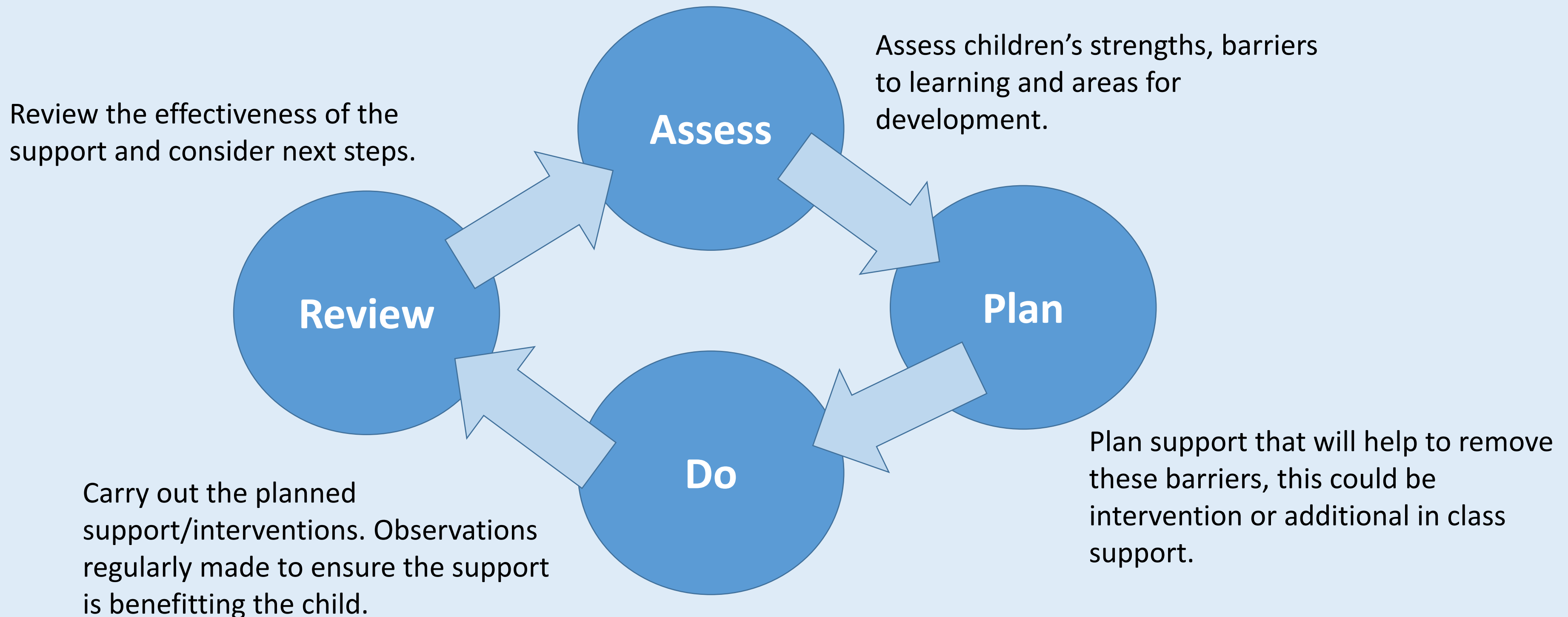
Virtual School

Virtual School for Looked After Children

How do we assess and review children's progress?

The Graduated Approach

Once a child has been identified as having an SEN, we follow the four stages of assess, plan, do, review to ensure the individual needs of the child are being met. This cycle involves staff, parents and the child.



How do we assess and review children’s progress?

Learning Plans

As part of the graduated approach (our assess, plan, do, review), support is recorded on an All About Me which is written collaboratively with the parent and child.

Add photo	Add Name Learning Plan		
	Date of birth:		
	Class:		
	Teacher:		
	Date of Plan:		
	Date of Review:		
	Areas of Need	Cognition and learning Communication and Interaction SEMH Sensory and Physical	
	Diagnoses	Child A has a diagnosis of Severe Learning Difficulties. His development is delayed in all aspects and it is likely that he will have significant problems accessing the curriculum. Child A shows consistent delay in all areas of his development, and although he is making steady progress, this is likely to remain the pattern. (EHCP)	
Step 1: Assess			
What I am good at: (Capture the Views of teacher, child and parent)	How to help me to learn: (Strategies or approaches needed)	Other professionals/services who help me:	
✓ Dancing and singing (Child A) ✓ Putting my hand up to answer questions and being a good friend (Teacher) ✓ Helping with my sister and drawing (parent)	✓ Read my EHCP and know my care plan ✓ Give me simple one-step instructions ✓ Break verbal information and instruction into single words and short chunks (EHCP) ✓ Use visual cues and gestures to help me understand instructions (EHCP) ✓ Use sentence stems to help me build sentences (EHCP) ✓ Use of adult 'hover support' in the classroom to help clarify tasks, but at the same time, encouraging independence, over the longer term (EHCP) ✓ Use a visual timetable and 'when and then' to make my day predictable (EHCP) ✓ Encourage me to expand on answers/give reasons ✓ Support me through more difficult activities	✓ SpL (Reception) ✓ Educational Psychologist (Reception) ✓ Incontinence Team (Year 2) ✓ EHCP review (Year 2) ✓ Family Support – Family Practitioner ✓ Counsellor has supported emotional literacy and mental health.	

		✓ Show me an example of what I am expected to do ✓ Use PIVATS to assess my learning				
What would 'beautiful' look like for this child? (Think about the learning behaviours that we are aiming for)						
Child A is able to understand multi-step instructions and can communicate effectively with their peers and adults. Child A enjoys reading and understands more of what he is reading. Child A is increasingly independent in both self-care and his learning.						
Things I find tricky: (barriers to learning – targets will be set to remove these)		What I can do now: (baseline in relation to barriers)		What I would like to be able to do: (long term target e.g. read my favourite book, to motivate the child in achieving their targets)		
1:	Communicating with a grown up when I need help.	1:	I know when I need help, sometimes I am distracted and forget to ask	1:	To be able to do division in maths	
2:	Following two-step instructions without reminders	2:	I can follow simple one step instructions with regular reminders from adults.	2:	I would like to do more painting so that I can get better at it.	
3:	Retrieve information from a text		Passed the phonics screening in Year 2 Completed Read, Write, Inc phonics programme	3:	I would like to get better at reading/quizzes	
Step 2: Plan						
What I want to do next: (target which is achievable in a term to work towards removing the barriers to learning)		How I will achieve this target: (action that is additional to and different from quality first teaching – include all interventions and how child can be supported at home)			Step 4: Review	
1:		At School I will: • Use my words to show or tell the classroom adults what I need. • Give me time to talk and encourage me to use my words. • Ask me if I need to use the toilet at regular intervals. • Give me the opportunity to be independent even when being changed.			At home I will: • Practise changing my clothes and being independent with my self-care.	
2:		At School I will: • Use my name before giving an instruction. • Adults will ask me to repeat back instructions. • I can have things written on a whiteboard to support me with what I need to do. • Adults will use visual prompts and gestures to help me remember the instructions.			At home I will: • Start to pack my own packed lunch using a packed lunch check list.	
3:		At School I will: • I will read daily in school time. At least 3 of these will be with an adult. • I will use the 'quizzes' to check that I have understood the book that I have just read. • During guided reading lessons an adult will check that I know what is expected and I can complete the task with the appropriate support.			At home I will: • Read aloud to an adult every day.	
Note: If a child achieves a target before the end of term, use a new copy of this page to set a new target						
Signed by child:					Date:	
Signed by parent/ carer:					Date:	

How do we assess and review children's progress?

Assessment Tools

We use a range of assessments to help measure progress, from a specific starting point. Below are our most commonly used assessment tools:

- WellComm screening (speech and language);
- Universally speaking checklist ages 5-11 (speech and language);
- Neurodiverse barriers to learning checklist (SEMH and cognition and learning);
- Strengths and Difficulties Questionnaire (SEMH);
- ELSA assessments (SEMH);
- Boxall Profile (SEMH);



Where necessary, we will commission external agencies (such as Educational Psychologists or School Support Teachers) to complete more specialised assessments.

How do we assess and review children's progress?

Applying for an Education, Health and Care Plan (EHCP)

‘The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan’.
(SEN Code of Practice, 2015)

The following people can request an Education, Health and Care needs assessment for a child:

- The child's parent;
- A young person between the ages of 16 and 25;
- A person acting on behalf of a school.

Where a child has an EHCP, there will be an annual review held which will take into account the views of the child, parent or carer and any other professionals involved with the child. This takes place on an 11 month cycle.

More information can be found here:
Lincolnshire SEND local offer
<https://www.lincolnshire.gov.uk/send-local-offer>

What are our roles and responsibilities?

Headteacher	SENDCo
• Managing the day to day life of all aspects of the school, including the support for children with SEND. • Ensuring the governing body is kept up to date about issues relating to SEND. • Ensuring that the school is implementing a broad and balanced curriculum for all of its learners. • Ensuring the school has ambitious expectations for all pupils, including those with SEND. • Supports the SENDCo in ensuring the school is fulfilling its statutory duties in line with the Code of Practice.	• Ensuring staff are aware of individual children’s needs and ensuring that reasonable adjustments are in place so that they are able to access the curriculum. • Liaising with outside agencies to ensure appropriate support is in place. • Liaising with new schools (particularly secondary school) around transition. • Ensuring Learning Plans are in place and assessing intervention for effectiveness. • Managing funding for high needs pupils. • Managing the SEND budget and buying appropriate resources. • Updating the school’s SEND register. • Applying for EHCP assessments and reviewing these annually. • Reviewing the school’s SEND policy and SEN Information Report. • Providing specialist support and training for teachers and support staff. • Providing staff with ongoing support.

What are our roles and responsibilities?

Class teacher	Teaching assistants
• Monitoring the progress of the children in their class and as a result, planning any additional support that they may need and making reasonable adjustments to meet the needs of any pupil with SEND. • Ensuring adaptations are in every lesson. • Complete regular assessments (in line with the school assessment policy) to monitor progress. • Plan and assess the effectiveness of interventions. • Use ongoing assessments to write and review Learning Plans / Behaviour plans, alongside the pupil and their parents. • Attend school training related to SEND. • Ensuring that the school’s SEND Policy, SEN Information Report, Anti Bullying Policy, Accessibility Policy, Behaviour Policy and Equality Policy are followed in • their classroom and for all the pupils they teach with any SEND. • Working with parents/carers, pastoral staff, SENDCo and outside agencies to support your child’s individual needs. • Attend termly pupil progress meetings to discuss the needs of children with SEND. • Working with parents/carers, pastoral staff, SENDCo and outside agencies to support your child’s individual needs.	• Working with the class teacher to ensure the needs of any children with SEND are being met in order for them to access the curriculum. • Delivering high quality small group and 1:1 evidence based interventions. • Encouraging children to remain focused on their learning and helping to scaffold learning where necessary. • Observing and recording achievements and concerns. • Empowering pupils to develop effective strategies that enable them to become independent learners. • Supporting the implementation of differentiation and specialist support strategies in the classroom. • Supporting pupils to use and then develop independence with resources such as ATT laptops, coloured overlays etc.

What are our roles and responsibilities?

SEND Governor

- Making sure the necessary support is given for any child who attends the school, who has SEND.
- Meeting with the SENDCo to evaluate the effectiveness of the school's work with SEND pupils and their families.
- Looking at the school data to measure and assess the progress of pupils with SEND.
- Raising awareness of SEND at governor meetings.
- Reviewing policies linked to SEND and ensuring the SEND Information Report is compliant.

How do we involve the children and their parents/carers in their education?

Parent	Child
Attend parent meetings every term and any additional meetings to discuss progress and next steps. Contribute towards the termly Learning Plans (and/or behaviour plans). Communicate with staff in person or via email. Where necessary, meet and communicate with external agencies that are involved with supporting their child.	• Contribute to their Learning Plans, identifying their areas of strength, difficulties and what helps them within the classroom. • Where the child has an EHCP, share their views on how they are getting on with their education. • Take part in interventions. • Talk to adults about any concerns or worries that they may be feeling. • Use resources to aid their learning and use these to help develop independence. • Take part in annual school surveys, questionnaires, School Council meetings. • Work with adults in developing independence and meta-cognition skills

What additional support is available to children with SEN?

Medical Needs

Any child that has a medical need, has a care plan and in some cases, a risk assessment. These are reviewed annually (or whenever there is a change is need, whichever is sooner). There are staff across the school qualified in First Aid / Paediatric First Aid. Staff work with outside professionals to ensure that specific needs can be met.

Extra-curricular activities

We believe that all learners are entitled to access extra-curricular activities and therefore we are committed to making reasonable adjustments to ensure participation for all.

There is also Bubbles the breakfast and after-school club which is available to all pupils.

Access Arrangements

We understand that some children may need additional support in order to access tests. Arrangements should never benefit or disadvantage a child and any agreed support is based on normal classroom practice. Access arrangements are agreed on a case by case basis but could include scribes, larger print, rest breaks, readers and additional time.

How do we help children to prepare for the next step in their lives?

From Nursery to School	Moving Within the School	Moving to a New School
Transitions between our nursery teacher (or alternative nursery provision) and reception teachers to discuss strategies to support the child. Additional visits to the school to become familiar with environment, where necessary. Staggered and phased start to reception. Transition sessions.	Transitions between current class teacher and new class teacher to discuss strategies to support the child. Transition time. For some children with SEND, there will be a transition meeting with current class teacher, new class teacher and parents. Additional activities where needed such as transition booklets/pic collages.	Transition conversations between SENDCo and SENDCo at the new school. Additional visits to the new school, where possible. SEND records shared with the new school. In some cases, staff from the new setting will visit the child in their current setting. Transition days. Enhanced transition programme to Secondary School

What SEN training opportunities have the staff received?

The school SENDCo received the National Award in Special Educational Needs Coordination from Wolverhampton University in 2012

Further training recently completed by staff:

- Team Teach;
- Executive Functioning training;
- Precision teaching;
- WellComm training;
- Sensory circuit training;
- ELSA training;
- Numicon;
- Trauma informed practice training;
- Specific medical needs training;



Future training:

Staff training is regularly reviewed and assessed in line with the needs of the children. Upcoming training currently involves understanding how to support children with neurodevelopmental conditions, particularly ASC and ADHD.

A programme of teaching staff training is planned to be delivered across the year with support from e.g. Working Together Team, BOSS, PRT.

How has school funding supported SEN provision?

School receives funding to support children with SEND

How notional funding has been used:

- Access to specialist services, including Educational Psychologists and School Support Teachers.
- Specialist resources.
- Additional adult support.
- Staff training.

Higher Needs funding:

If a child has needs that cannot be met within the school's notional funding budget, further funding may be received by the school from an EHCP.

What support services are available for parents and carers of children with SEND?

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.

Website  : <https://www.liaiselincolnshire.org.uk/>

Phone  : 0800 195 1635



What is the Lincolnshire Local Offer?

‘Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans’.

It has two key purposes:

1. To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.
2. To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

It can be accessed by clicking on the link: <https://www.lincolnshire.gov.uk/send-local-offer>

This SEND Information Report for 2025-2026 forms part of the Lincolnshire Local Offer for learners with Special Educational Needs (SEND).

School policies

**Accessibility Policy and
Action Plan**

**Admission
Arrangements**

Behaviour Policy

Safeguarding Policy

SEND Policy

**Supporting Pupils With
Medical Conditions**

Additional school policies can be found on our website or by contacting the school office.

Useful Links

SEND Code of Practice:  <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Autism Educational Trust:  www.autismeducationtrust.org.uk

Working Together Team  <https://www.wtt.org.uk/>

British Dyslexia Association:  www.bdadyslexia.org.uk

Dyslexia-SpLD Trust:  www.thedyslexia-spldtrust.org.uk

Dyspraxia Foundation:  www.dyspraxiafoundation.co.uk

Have your say:

This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. Please contact us with any thoughts, opinions and ideas; we would love to hear them!

What can I do if I am not happy with the SEND provision for my child?

At Sir Francis Hill, we aim to support all children to the best of our ability. However, if you have any concerns about the SEND provision for your child, please contact the class teacher in the first instance. If the situation cannot be resolved, please contact the SENDCo.

For further information about our complaints procedure, please see our complaints policy.

All Different, All Equal, All Learning.