

## SEN information report

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils with SEND, which must be updated annually. Information reports need to be accessible for all pupils and parents, and should be presented in clear, plain language. It's important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest. The SEN Information Report must be published on the school website.

Schools should use this template as a basis for their SEN Information Report. It has been developed in accordance with the DfE's 'Special educational needs and disability code of practice: 0 to 25 years' (2015) to ensure all statutory information is included, as well as 'Keeping children safe in education' (KCSIE) 2020, which addresses specific areas and additional risks staff members should be aware of for pupils with SEND. Some sections have been included that are good practice, signposted as 'optional' – these relate to the information outlined in KCSIE and to the spending of your school's SEND budget. Whilst these are optional, including information on these shows additional transparency and demonstrates how your school is meeting its duties in other areas.

Wherever possible, provide bullets under each section to make sure your report is accessible, detailed and clear.

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# SEN Information Report



<p><b>What is SEND?</b></p>	<p><b>What is a SEND Register?</b>  This is a list of all the pupils in the school who have special educational needs (SEN) and/or a disability. This makes it easier for the SENCo, Senior Leaders and staff to monitor those pupils who need extra help.</p> <p><b>Why is my child on the SEND Register?</b>  Any pupil on the SEND register has been identified as having a special educational need and/or disability. Extra help will be given to these pupils to help them to make progress.</p> <p><b>What does this mean for my child?</b>  If your child is placed on the SEND Register, then they will start to receive extra help. This will be set out on an Individual Support Plan so that you and your child can see the targets that they are working towards and the help that they are receiving.</p> <p><b>Will my child always be on the SEND Register?</b>  This can vary and depends upon the nature of their need. We update SEND data regularly to see how much progress each child with SEND is making. If outstanding progress has been made due to the support a child has received a child may be removed from the register in discussion with parents/carers. However, some pupils with significant needs will always be on the SEND Register because they will always need help.</p>
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	<p><b>Identification:</b>  Assessment is a continuous process that can identify pupils who may have SEN. The school will measure children's progress by referring to:</p> <ul style="list-style-type: none"> <li>- Baseline testing</li> <li>- Evidence from teacher observations and assessments</li> <li>- School monitoring (lesson observations, book monitoring...)</li> <li>- Parents observations and concerns</li> <li>- Childs concerns</li> <li>- Their performance against age related expectations at the end of the key stage</li> <li>- Their progress over each half term</li> <li>- Standardised screening or assessment tools</li> <li>- Outside agency reports</li> </ul> <p><b>Monitoring pupil progress:</b>  Teachers may conclude that the strategies they are currently using with a young person are not resulting in the pupil learning as effectively as possible. In these circumstances, they will consult the SENCO to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class as part of quality first teaching.</p> <p>The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in numerous of ways. It might, for instance, be progress which:</p> <ul style="list-style-type: none"> <li>- Closes the attainment gap between the child and their peers</li> <li>- Prevents the attainment gap growing wider</li> <li>- Is similar to that of their peers starting from the same attainment baseline, but less than that of the majority of peers</li> <li>- Matches or betters the pupil's previous rate of progress</li> <li>- Ensures access to the full curriculum</li> <li>- Demonstrates an improvement in interpersonal skills</li> </ul>
<p><b>What happens next?</b></p>	<p>When a pupil is identified as having SEN, Gipsey Bridge will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention will be described as SEN support. The level of additional intervention and support will depend on the individual pupil need and this will be approached via the graduated approach.</p>

	<p><b>SEND Policy</b></p> <p>The SEND policy can be accessed in the About us info tab on our website or a hard copy is held at the school office. This will give you more detail about how we support pupils with special educational needs and/or disabilities.</p>
<p><b>Accessibility</b></p>	<p><b>How accessible is the school for pupils with a disability?</b></p> <p>The school does have in place an Accessibility Plan which is available to view on the website. The school originally consisted of a school hall and classroom which has been added to throughout the years, meaning that pupils may need to move between buildings. There are toilets available on the ground floor.</p> <p><b>Will you make adjustments if my child or I have a disability?</b></p> <p>We always make reasonable adjustments for pupils and their parents/carers, where we can. We work closely with parents/carers and any outside agencies who give us advice. Over the years we have provided special seating, writing slopes and coloured overlays to name just a few.</p> <p><b>Will my child be included in all activities, for example school trips?</b></p> <p>We go to great lengths to ensure that any pupil with a special educational need and/or disability has the necessary adult support or required equipment so that they can take part in everything. At Gipsey Bridge Academy we are fully inclusive on all trips and visits (including residential). Risk assessments are carried out and procedures are put in place for all children to participate.</p> <p><b>How will the curriculum be matched to my child's needs?</b></p> <p>At Gipsey Bridge we learn through projects and there is a lot of practical learning where all learning is placed in a meaningful context to support understanding. In all lessons, the content is differentiated to meet all pupils' needs; this can be through the task given, support, outcome, use of ICT or resources. Marking and feedback is a powerful tool in guiding pupils in their next steps, and to support pupils who may find reading challenging, a Dictaphone is provided so that verbal feedback and instructions can be given.</p>
<p><b>Who do I speak to if I have concerns about my child?</b></p>	<p><b>What should I do if I think my child has special educational needs?</b></p> <p>In the first instance speak with your child's class teacher. At Gipsey Bridge we pride ourselves on our open door policy and value the relationship we have with parents which fosters regular and informal discussion about pupils' progress and any concerns parents may have. If you are still concerned please speak with Miss Drury, who is the School's SENCo. You can contact Miss Drury by phoning the school office to arrange an appointment or via the contact page on the school website.</p> <p><b>What does the SENCo do?</b></p>

Miss Drury is responsible for anything relating to 'Special Educational Needs and Disabilities' (SEND) within the school and works hard to ensure that any special educational needs are identified and that support is put in place to help them. Other duties include:

- Supporting staff
- Supporting parents/carers
- Making referrals to outside agencies
- Linking with outside agencies, gathering advice and making sure that it is put in place
- Providing the correct help and equipment for pupils
- Linking with other schools to support transitions
- Making requests for statutory assessment

#### **How can the SENCo help me?**

Miss Drury will be able to offer advice about how to identify if your pupil has any special educational needs and what support they might need. She can make direct referrals to many outside agencies and lead multi-agency meetings to make sure that your child's needs are met in school. She can also provide advice about any family needs and suggest who can help.

#### **What experience and qualifications does the SENCo have?**

Miss Drury holds the SENCo qualification

#### **How will the school respond to my concern?**

We will listen and agree next steps with you. This may mean putting strategies into place and then reviewing after an agreed period of time, or simply monitoring the situation to gather further information before next steps can be agreed. During this period, parents are encouraged to continue to communicate with school to ensure that a full picture of your child's needs is obtained.

#### **How will the school decide if my child needs extra support?**

This decision will be agreed in consultation with parents. The child's academic progress, achievements and personal progress will be considered, and if it is agreed that your child requires support which is in addition to what other pupils need, or different, then support will be put into place.

#### **What will the school do to support my child?**

A meeting will be held with the child's class teacher, SENCo and parents, where an overview sheet will be completed. This will record your child's assessments, an overview of them as an individual, your child's point of view, your point of view, strengths, barriers to learning and desired outcomes. Following the overview, a Support Plan will be generated, where targets, outcomes and possible interventions are recorded. This is a working document where progress and new targets will be recorded. This reflects the strong focus on plan, do and review.

	<p>Targets and progress will be reviewed three times a year, however, parents are always encouraged to share any concerns or information with school at all times; it is not necessary to wait for a review meeting.</p> <p><b>Who will support my child?</b> Being a small school, the staff at Gipse Bridge take a team approach, with all staff supporting pupils learning. Your child may be supported by the class teacher, Teaching Assistant and people who volunteer in school.</p>
<p><b>How do I get a diagnosis for my child?</b></p>	<p>If you are concerned that your child has a specific difficulty such as ADHD or Autism, the SENCo can make a direct referral to the Community Paediatrician based in Boston or Grantham. If the referral is accepted, you will receive an appointment with a paediatrician, who will give you further information and an assessment may begin.</p> <p>If you are concerned that your child has a learning difficulty such as Dyslexia the SENCo can make a referral to a Specialist Teacher from a team called the 'Specialist Teaching Team' (STT). She can identify if a pupil has difficulties consistent with Dyslexia and provide advice about how best to support their needs.</p> <p>If you are concerned that your child has a speech and language difficulty, the SENCo can make a referral to the 'Speech and Language Therapy Service' (SALT) based at the Johnson Community Hospital. A therapist may then assess and identify if a pupil has a specific speech and/or language difficulty and provide advice about how best to support their needs.</p> <p><b>How long does a diagnosis/referral take?</b> Referral time can vary depending upon the agency involved. Referrals to the NHS (Community Paediatrics and Speech and Language Therapy Service) take considerably longer, on average it can take up to 20 weeks to receive an appointment. Not all pupils will receive a diagnosis and/or decision. Where diagnoses are made, this can take a considerable time depending upon the individual. In many cases, a diagnosis follows several appointments, which could take more than a year.</p> <p>Referrals to the Specialist Teacher are made within the school and are dependent on how many referrals have been made at that point. This can take anything from two weeks to a whole school term. Where the Specialist Teacher identifies a specific difficulty this will take approximately two weeks once the assessment has been completed.</p> <p>If a diagnosis is made, we will ask for advice from the relevant outside agencies about how best to help the pupil. This advice will then inform the pupil's Individual Support Plan (ISP) and be shared with you and/or discussed at a meeting. We will put this advice in place straight away or once the relevant resources/equipment has been purchased.</p> <p><b>How can I access support for my child and family?</b> If you have any concerns about your child or family's needs then you can speak with the SENCo. The SENCo will be able to advise you about what support is available both within the school and through outside agencies. In most cases the SENCo can make a direct referral to the professionals that you need in order to get advice or help.</p> <p>In some cases where the help is not educational, an 'Early Help Assessment' form may need to be completed to identify the help that you or your child needs. (See Lincolnshire County Council Website for more information). This will be completed in school at a meeting with yourselves.</p>

	<p><b>How will I be kept informed and be involved in making decisions about my child?</b>  <b>Will every member of staff working with my child be aware of their needs?</b>  All staff working with your child would be made aware of their special educational needs and/or disability (SEND). This ensures that all staff can offer the help and support that your child needs. Where a pupil has significant needs, wider staff would be aware of your child's needs, for example all staff including the midday supervisors, so that the support is provided at all times.</p> <p><b>Who can I talk to about my child's special educational needs and/or disability?</b>  The class teacher and Special Educational Needs Co-ordinator (SENCo) will support you and your child with any concerns that you have and provide you with any information that you need.</p> <p><b>Will someone be able to help me with all the processes?</b>  The SENCo will help you to understand all the processes and support you with the things that you need to do.</p> <p><b>What do I need to do to support my child and the school, and how will I be involved?</b>  The SENCo will ensure that everything is in place to support your child, and will let you know what you need to do. Where a pupil has outside agencies involved and has specific difficulties, you will meet with the SENCo, class teacher and professionals regularly to keep you informed and to make any decisions necessary. Where a pupil does not have any outside agencies involved, you will meet with class teachers each term at Parent Consultations to discuss your child's progress. The SENCo is also available during these times should you wish to see her.  You can help your child best by supporting them with the targets on their Individual Support Plan.(ISP)</p> <p><b>How will my child be involved in the process?</b>  If we have identified that your child has special educational needs (SEN) we will write an Individual Support Plan (ISP) for them and share this with your child. We will discuss with them what they are good at and what they find difficult and record this onto their Support plan Overview. If we have any meetings with you or have to complete any paperwork, a familiar adult will ask your child how they think they are getting on so that their views are heard and taken into account.</p>
<p><b>What happens if my child has 'Special Educational Needs and/or a Disability' (SEND)?</b></p>	<p>It doesn't matter at what point we or someone else has identified that your child has special educational needs and/or a disability, we will put extra support in place to help your child as quickly as possible.</p> <p><b>What support is put in place for pupils with special educational needs and/or a disability?</b>  <b>My child has special educational needs and/or disability (SEND), what extra support could you provide and who will decide on the support?</b></p> <p>This will depend upon your child's individual needs. Each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Special Educational Needs Co-ordinator (SENCo) and class teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs. Special Educational Needs (SEN) are divided into four areas.  Below are some examples of what our school can provide.</p>

	<p><b>Cognition and Learning (Learning Need)</b></p> <ul style="list-style-type: none"> <li>• Different approaches to learning, e.g. visual, hands-on</li> <li>• Different work expectations, matched to the child's ability</li> <li>• Different/extra resources, e.g. word cards, number squares</li> <li>• Special Literacy or Numeracy programmes,</li> <li>• Extra adult support, group work, individual support</li> </ul> <p><b>Communication and Interaction (Speech and Language)</b></p> <ul style="list-style-type: none"> <li>• Resources provided by the Speech and Language Therapy Service - First Call, Phonetic Awareness Programme, Talking Time.</li> <li>• Communication and language games</li> <li>• Social skills games</li> <li>• Specific Speech and Language programmes provided by the Speech and Language Therapy Service</li> </ul> <p><b>Social, Emotional and Mental Health</b></p> <ul style="list-style-type: none"> <li>• De-escalation plans which outline a pupil's difficulties and the best strategies to use to help them</li> <li>• Social skills games</li> <li>• Reward strategies</li> </ul> <p><b>Sensory and Physical Needs</b></p> <ul style="list-style-type: none"> <li>• Specialist equipment such as seating, writing slopes, pencil grips and calmers</li> <li>• Specialist training from outside agencies, such as physiotherapists for pupils with disabilities</li> <li>• Sensory Circuits to meet the individual sensory needs of a child</li> </ul> <p><b>How will I be kept informed about the support that my child is receiving and what do I do if I have concerns about it?</b></p> <p>The support that your child receives will be outlined on an ISP. This will tell you what the school is doing to help your child and how often they will be getting help. We will share the ISP with you at review meetings so that you are kept informed. If you have any concerns about the support that your child is receiving or the support is not helping your child to make progress then we will change the support appropriately.</p> <p><b>What enhanced adult support is available?</b></p> <p>If the SENCo feels that they have put lots of extra support in place and it is not helping your child to make progress, we may consider giving your child extra group or individual support. The amount of support that they receive would be different for every child depending on their specific needs and how much progress they have made. Normally a child would have lots of outside agency support before we would decide to provide extra adult support. We would discuss any extra adult support with you at review meetings so that we can ask for advice from the professionals involved.</p>
<b>Outside agencies</b>	<b>What is an Outside Agency and which ones are used by the school?</b>

An outside agency, is an agency, service or professional used by the school to offer advice about how best to support a pupil's needs. The Special Educational Needs Co-ordinator (SENCo) can refer to most of these agencies directly. Most agencies used by the school are to provide the school with advice, but the SENCo can also refer to, or advise you about, services that can support a parent/carer or family.

Most referrals will require parental/carer permission and a referral form will need to be signed. The school cannot access agency support without this permission. We use the following outside agencies:

#### **Cognition and Learning (Learning Needs)**

- **Educational Psychologist** - Assessed or observed within the school setting to provide advice about educational needs
- **Specialist Teacher (STT)** - Assessed within the school setting. The assessment then outlines a pupil's strengths and weaknesses and can identify, for example, Dyslexia

#### **Communication and Interaction (Speech and Language)**

- **Speech and Language Therapy Service (SALT)** - Pupils can be seen either by appointment at the hospital or assessed within the school setting

#### **Social, Emotional and Mental Health**

- **Child and Mental Health Service (CAMHS)** - Support can either be provided by a paediatrician or by a more locally based team within the school
- **Healthy Minds** – Support is provided to both the parent and child over a 6 week period and takes place within the school setting
- **Working Together Team** - Observed within the school setting to provide advice about social, communication or behavioural needs including Autism

#### **Sensory and Physical Needs**

- **Community Paediatrics (NHS)** - They provide medical advice and can diagnose specific difficulties such as ADHD and Autism. Pupils would be seen by appointment at a local hospital.
- **Teacher of the Hearing Impaired** - They provide advice to the school about how to support a pupil with a hearing impairment
- **Teacher of the Visually Impaired** - They provide advice to the school about how to support a pupil with a visual impairment.
- **Physiotherapist** - The SENCo cannot refer directly to this service, but a referral can come from a GP or Paediatrician – they provide support for gross motor/physical difficulties
- **Occupational Therapist** - The SENCo cannot refer directly to this service, but a referral can come from a GP or Paediatrician – they provide support for fine motor/self-help difficulties
- **0 – 19 Team (previously School Nurse)** - They can provide advice to the family or school around needs such as bedwetting

For specific details about what these agencies provide please visit Lincolnshire Authority's Local Offer.

	<p><b>Who decides if an outside agency needs to be involved?</b></p> <p>The SENCo would normally decide that the school needs advice from an outside agency because the support already put in place has not helped the pupil to make enough progress. This would be discussed with the parent/carer and a joint decision would be made and written parental agreement given.</p> <p><b>If an outside agency is involved with my child, does that mean that social care will become involved?</b></p> <p>Where the pupil only requires support within school to access the curriculum due to a special educational need, social care would not normally be involved. Where there are wide ranging issues and a family struggling to cope, social care may become involved in order to support both the pupil and family.</p>
<p><b>How will the school support my child with special educational needs when they start at Gipse Bridge Academy?</b></p>	<p><b>Entry into Foundation Stage</b></p> <p>As part of our transition arrangements your child will be invited to join us for an induction session towards the end of the summer term. Parents are also invited to a pre reception meeting where all staff, including the SENCo, will be available to talk to you. If your child attends a pre-school/nursery our reception class teacher will visit them at least once in their setting during the summer term. The SENCo there will normally inform us that your child will be joining us and that he/she has special educational needs. The SENCo at our school will then attend any meetings at the pre-school before they start school, so that we have a clear picture of your child's needs and what support they might need when they join us. If any support is needed, we will try to have it in place as soon as they start, for example any training or equipment. The SENCo will also speak with outside agencies involved to make sure that any advice is in place. If your child has significant needs, they may need some extra visits to our Foundation Stage class in addition to those already provided.</p> <p><b>Joining school at other times, e.g. mid-year</b></p> <p>If your child joins our school at any other time in their school life and they have additional needs, their previous school should send us all their pupil information, which would identify that they have special educational needs. We will then initially rely on the information that they send us. It would be useful if you could tell us all about your child and their needs too. The information from the previous school should tell us what support has been in place at their previous school. We will use this information as a starting point, and try to provide similar support within a short space of time. If outside agencies are involved, the SENCo will contact them so that they continue to support your child in our school. This will often be through a review meeting to which you, the parent/carer, will be invited.</p> <p><b>Moving from one class to another</b></p> <p>When your child moves from one class to another, the two teachers (current and new) meet together to discuss each pupil. The current teacher will pass on any significant information to the new class teacher so they are kept fully informed. Any pupil who has a special educational need and/or disability will have an Individual Support Plan (ISP) and possibly other support plans such as a Health Care Plan or De-escalation Plan. All paperwork and any outside agency support reports are passed on to the new teacher so that they have a full understanding of the pupil, their needs and what support needs to be in place to help them. The SENCo will also ensure that new teachers and support staff are informed about pupils with SEN so that there is a smooth transition between classes and support continues as soon as pupils start in their new classes in the new academic year.</p>

	<p><b>Moving to another Primary School</b></p> <p>If your child moves to a new school, once we have been informed that they are on roll at their new school, we will send on any relevant paperwork, including documents such as ISPs and outside agency reports. The new school will then have all the relevant information needed to put support in place as soon as your child joins them. It is always helpful for you to also keep the new school staff informed and make sure that they have received the paperwork from us.</p> <p><b>Moving to Secondary School</b></p> <p>The SENCo at our school contacts the secondary school SENCos during the final term of Year 6 to inform the new SENCo of all pupils with special educational needs and/or disabilities joining their school. Details of the pupil's needs are passed on to the new SENCo, along with details of what support has been in place at our school to help them. Our SENCo passes on information about any outside agencies that have been involved and all SEN paperwork is passed on, including documents such as ISPs and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.</p> <p><b>How can I help during a transfer?</b></p> <p>It is always helpful for you to personally speak with new staff to make sure that they are fully aware of your child's special educational needs and/or disability. Always check, after a short time, that support has been put in place and that you understand what help your child is receiving. If moving to a new school, take your child to visit the school so that you can both see the environment and ask any questions which you may have.</p>
<p><b>What is an Education and Health Care Plan?</b></p>	<p><b>What is an Education, Health and Care Plan?</b></p> <p>This document outlines a pupil's special educational need and the support that the school needs to put in place to help them and is based around the pupil and their family.</p> <p><b>How will I know if my child needs an EHCP?</b></p> <p>You will need to discuss your concerns with the school Special Educational Needs Co-ordinator (SENCo), who will advise you about whether your child needs an Education, Health and Care Plan. Only pupils with significant special educational needs would be considered for an EHCP and only once the school has exhausted its provision and outside agency support. These discussions are normally held at a review meeting with outside agencies.</p> <p><b>How can I get an Education, Health and Care Plan for my child and how long does it take?</b></p> <p>You can make a parental request to the Local Authority for a 'Request for an EHC needs assessment' or the school can make a request. If you make a parental request, the Local Authority will ask the school to complete a 'School Advice Form', the same as if the school make a request. However the request is made, the Local Authority will want to see as much evidence as possible about your child's needs, what has been put in place to help them and what impact the support has had on your child's progress. The 'Statutory Assessment' process takes 20 weeks. If you wish to make a parental request the form can be found on the Lincolnshire Local Offer.</p> <p><b>My child has an EHCP but now I feel that they need a special school place, what do I do?</b></p>

	<p>If at any point you or the school feel that a mainstream school can no longer meet your child's needs, an early Annual Review can be called. Any discussions about school places need to be discussed at the Annual Review, preferably with any supporting outside agencies present to give their views. The request for a special school place will be noted on the Annual Review form and the Local Authority will consult the named special school. A decision will then be made based on whether any places are available and if the special school could meet your child's needs.</p>
<p><b>What does Special Educational Needs support look like at Boston St Nicholas Primary School?</b></p>	<p><b>What training do the staff have?</b>  All staff at our school have regular training in a great number of areas of special educational needs and disability. Most staff have had training in the following:</p> <ul style="list-style-type: none"> <li>• Child Protection Training</li> <li>• Domestic Abuse</li> <li>• PREVENT training</li> <li>• Positive Handling- Team Teach</li> <li>• First Aid (some staff trained Paediatric First Aid)</li> <li>• Tier 1 and 2 Autism Awareness Training</li> <li>• Nussy Training</li> <li>• Language for thinking training</li> <li>• Hearing impairment</li> <li>• Toe by toe</li> <li>• Precision teach</li> </ul>
<p><b>What are the strengths of Gipse Bridge Academy in meeting the needs of pupils with SEND?</b></p>	<p>We are very passionate at Gipse Bridge Academy about being an inclusive school, and as such, we go out of our way to make sure that the needs of all our pupils are met. Wherever possible we will go above and beyond to put extra resources and support in place at our school.</p>
<p><b>How do we evaluate the effectiveness of our SEN provision?</b></p>	<ul style="list-style-type: none"> <li>• use of a provision map to measure progress and achievement</li> <li>• evaluation of Individual Support Plans</li> <li>• use of assessment information/progress rates etc. pre- and post- interventions</li> <li>• use of attainment and progress data for children with SEN across the school part of whole school tracking of children's progress in terms of National Curriculum levels of attainment</li> <li>• use of SEND review meetings to 3 times per year to gather and record pupil, parent and teachers views on children's progress towards their individualised targets.</li> <li>• monitoring by SENCo.</li> </ul>
<p><b>How do we handle complaints from parents</b></p>	<p>We hope that complaints about SEND provision will be rare; however, if there should be a concern the process outlined in the school's Complaints policy should be followed.</p>

<p><b>of children with SEN about provision made at the school?</b></p>	
<p><b>Where can the LA's local offer be found? How have we contributed to it?</b></p>	<p>The Lincolnshire Local Offer is an online tool which provides information on what services children and young people with SEN and their families can expect and access within Lincolnshire. The link to the website can be found here:</p> <p><a href="http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2">http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2</a></p>