

Binbrook C of E Primary School - SEND Information Report - September 2025

At Binbrook we believe that every child is entitled to enjoy their childhood. They will be valued for their individuality and encouraged to develop their full potential in a stimulating and caring environment.

We will instil in our pupils a sense of belief and confidence which will enable them to become life-long learners. For further information regarding SEND provision in our school, in the first instance, please contact our school SENDCo, Mrs Walker-Brown. Our SEND link governor is Mr Pete Beveridge.

We work in full partnership with parents and carers to ensure a collaborative approach to pupils' needs. However, if a parental/carer complaint is made regarding the support the school provides for a child with SEND, such a complaint will be taken seriously and dealt with through the school's complaint procedure (please see the school's SEND Policy and Complaints Policy).

God shines his light on me so I'm the best that I can be

What kinds of special educational needs and disabilities does the school make provision for?

All Lincolnshire Local Authority maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress (please see link to Lincolnshire Local Offer at end of report).

The four broad areas of need are:

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties (SEMH)
- Communication and Interaction
- Sensory and Physical needs

How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

When children have identified SEND before they start school, we work with the people who already know them and use the information already available to identify what their SEND support will be in our school setting and how we will manage it together.

If you tell us you think your child has a SEND we will discuss this with you and look in to it further. We will share what we discover with you and agree with you what we will do next and what you can do to help your child. Your child's class teacher is the first point of contact for responding to any parental concerns.

Class teachers closely monitor the progress of all children, taking in to account all factors including attendance, punctuality, health and individual circumstances of particular students (for example children Looked After by the Local Authority and/or eligible for Pupil Premium). If there are any concerns regarding lack of academic progress, the following actions will be put in place:

- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- Specific intervention groups will be established and delivered by the Class Teacher or a T.A.

- The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class. They will contribute to the setting of personalised targets on an IEP (Individual Education Plan) to be shared with parents/carers.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- Children will be involved in target setting.
- Termly Pupil Progress Meetings are used to monitor and assess the progress being made by all children.

What will the school do to support my child? How accessible is the curriculum?

- Quality first teaching with work differentiated appropriately to individual children's levels.
- Each pupil's education program will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional support by the teacher and/or teaching assistant in the class.
- All children have access to iPad. We use iPad apps for children for a variety of needs including communication difficulties, basic number and word recognition and dexterity issues. Pupils also use them as a means to record their work in photograph/audio or video format.
- We use a range of software on computers to help children engage in areas they may find difficult. We use specific software to help pupils who have elements of dyslexia.
- We use worktop wedges, visual timetables and cues, countdown timers, coloured overlays, pencil grips for children who may need them.
- Depending on the task children can record their work in a variety of ways including large sheets of paper, chalk outside and other media.
- We deliver speech and language programmes provided by the speech therapy service. A therapist demonstrates to the child, parent and school staff member how to use the programme and this then will be taught and assessed after a period of time.
- We deliver the 'First Move' and 'First Call' programmes for children.
- Any specific other requirements will be individually assessed and then the appropriate local authority SEND services will be contacted.
- We work closely with the Local Authority Specialist Teachers (STT) where a child has a specific need such as hearing/visual/physical impairment, autism or behavioural issues
- Outside agencies we work with include: Educational Psychology Team, Speech and Language Therapists, Occupational Therapists, Physiotherapists, the Working Together Team, CAMHs, the School Nurse and the Community Paediatrician.

How will both the school and I know how my child is doing and how will the school help me to support their learning?

- The partnership between school and home is essential in ensuring the needs of all our children are met. Parents are welcome to telephone to make an appointment with the class teacher at a mutually convenient time to discuss any aspect of their child's education.
- Children are assessed termly and their progress is considered at pupil progress meetings attended by all staff.
- Daily assessments are on-going and help identify any areas of success and also areas to be developed.
- Interventions that are in place are closely monitored for effectiveness and amended as necessary.
- In addition to this there are two Parents' Meetings held and also meetings to discuss progress of pupils with SEND, which may include Outside Agencies in attendance as necessary.
- School reports go out once a year with mid-year mini reports given out at Parents' Meetings during autumn and spring terms

- Parents who don't attend these meetings will be contacted
- The child's view is very important to us and we want to listen to them and know that they are satisfied with what happens in school to support them.

How accessible is the school environment?

- *There is a disabled toilet.*
- *We ensure, wherever possible, that equipment used is accessible to all children and families regardless of their need.*
- *Breakfast club is accessible to all children including those with SEND.*
- *Extra-curricular activities are accessible to all children.*
- *Specialised equipment may be accessed through external agencies where appropriate.*
- *There is ramp access from the pavement outside into the school playground and main building.*

How will the school/setting prepare my child/young person to:

- **Join the school/setting?**
- **Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?**
- **Prepare for adulthood and independent living?**

We recognise that transitions can be a challenging time for all children, especially children with SEND and we take steps to ensure that any transition is as smooth as possible.

All children with SEND are highlighted during transition periods. Arrangements will depend on the type and complexity of their needs. We liaise closely with Early Years Support to identify children who will join our school. Our pre-school children are based in the classroom next to our Reception Class children. There are therefore many opportunities to ensure smooth transition. When any child joins our school, at whatever age, we use the records from their previous setting and our own initial assessments to determine the most appropriate level of support and targets.

When children leave our school to transfer to secondary school we liaise with a contact teacher to ensure all information regarding difficulties and support is passed on through discussion as well as through records. If a child moves to another school before Year 6 a telephone conversation as well as reports and records are communicated to the new school. Sometimes it is beneficial for the child to have a few sessions at their new school whilst staying with us so their integration is planned in smoothly and properly.

How additional funding works

- Schools receive funding for all children including those with Special Educational Needs and Disabilities and these needs are met from this (including equipment). The Local Authority may contribute more funding if the cost of meeting an individual child's needs exceeds a certain amount.
- If the assessment of a child's needs identified something that is significantly different to what is usually available, then additional funding may be made available.

Where parents/carers can get extra support?

Useful organisations include:

Organisation	Telephone	Website/Email
Lincolnshire County Council	01522 782030	www.lincolnshire.gov.uk
Lincolnshire Children's Services	01522 554673	www.lincolnshirechildren.net
Family Information Service	0800 1951635	www.lincolnshire.gov.uk/fis
Parent Partnership	01522 553351	www.lincolnshireparentpartnership.org.uk
Parent line	08088 002222	www.besomeonetotell.org.uk www.parentlineplus.org.uk
Specialist Teaching and Applied Psychology Services Bookable Consultations	01522 553354	www.lincolnshire.gov.uk
Early Bird Team Birth to Five Service	01522 552752	bfsoperations@lincolnshire.gov.uk
Relate – Loss and Bereavement	01522 546168	http://www.lcgl.org.uk
Targeted Youth Support Worker		Actioned through Team Around the Child (TAC) following an Early Help Assessment (EHA)
Family Action		Action through TAC

You can find the Lincolnshire County Council Local Offer at:

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

Who can I contact for further information?

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

Your child's Class Teacher, via the school office (tel.no. 01472 398340 or email enquiries@binbrook.lincs.sch.uk) or by sending in a note

SENDCo (Tracey Walker-Brown) via enquiries@binbrook.lincs.sch.uk