

Mablethorpe Primary Academy

Special Educational Needs and Disabilities (SEND) Information Report 2025-2026

What are Special Educational Needs and Disabilities?

The Special Educational Needs and Disability Code of Practice (2014) states:

'a child or young person has Special Educational Needs if they have a learning difficulty or disability that calls for special educational provision to be made for him or her.'

'a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

**has significantly greater difficulty in learning than the majority of others of the same age, or*

**has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

'For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools [...and] relevant early years providers.'

Further information can be found here in the Special Educational Needs and Disability Code of Practice 0-25 Years, 2014.

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

A disability is defined in terms of the 2010 Equality Act as:

'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.'

At Mablethorpe Primary Academy we are an inclusive school and strive to support all children to enable them to make the best possible progress. We value all pupils and work collaboratively to help children to recognise and develop their strengths and achieve their full potential. Our staff have high expectations of our pupils, including those with identified SEND, and offer a broad and balanced curriculum that is aspirational for all.

What should I do if I think my child has Special Educational Needs?

Please come and talk to us! Usually a conversation with your child's class teacher to discuss your concerns and your child's progress is the most appropriate first course of action. Together you may be able to establish some strategies for home and school and your child's teacher can monitor how effective this is over a period of time. Sometimes your child's teacher may share your concerns with



the SENDCO who may also monitor your child and, if appropriate, request your permission to seek further advice from other professional outside agencies.

If your child's class teacher is unavailable or if you would prefer to speak to another member of staff then please try any of the following:

Try Speaking to:

Your Child's Class Teacher



Our Family Support Worker
Mrs Dawson



Our SENDCO
Mrs Dale



Another Member of the Senior Leadership Team



Mrs Levitt (Deputy Principal)

Mrs Clarkson (English & Phonics Lead)



Our Principal
Ms Hodgson



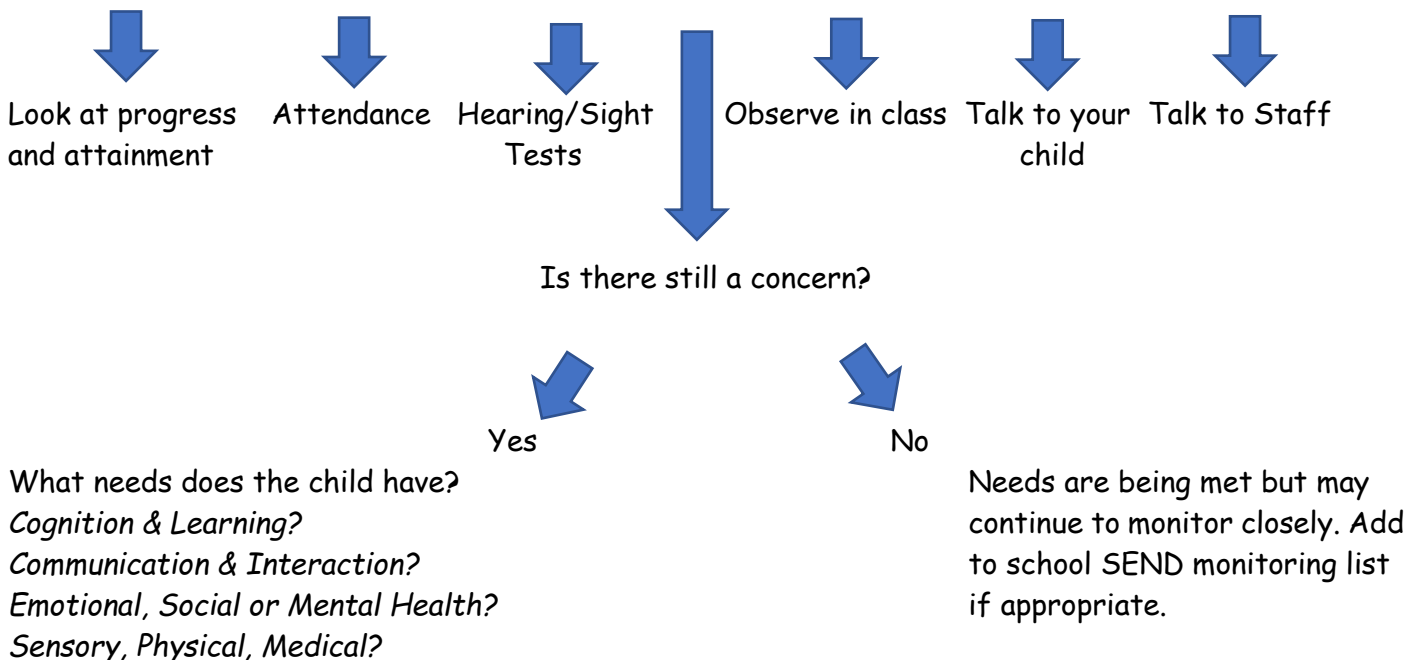
Our Academy Senior Education Support Advisor
Mr Price



How will the Academy respond to my concern?

We will listen to your concern and arrange further meetings to discuss this with you if necessary. We will also:

Investigate your concern over an agreed period of time - sharing information between home & school



Consider placing your child on the schools SEND List and possibly referring him/her to other outside agencies for further professional advice. Put a Learning Plan together containing specific targets and detailing what support will be put in place to help your child meet them. You and your child will then be encouraged to be involved in reviewing the targets as part of our 'Assess, Plan, Do, Review' process.

How will our Academy decide if your child needs extra support?

In our Academy, children are identified as having SEND based on all the evidence of your child's academic and personal progress. We collate this in various ways and take into consideration lots of information from different sources, including:

- Concerns raised by parents/carers
- Concerns raised by staff and adult observations over a period of time.
- Pupil discussions.
- Liaison with pre-school settings or previous schools.
- School assessments and data, looking at progress over time and levels of attainment in different curriculum areas.



- Identification by external agencies, e.g. The Specialist Teaching Team (STT), Community Paediatrics, Speech and Language Therapy (SALT), Behaviour Outreach Support Service (BOSS) etc.

What will the Academy do to support your child?

We support children with a variety of special educational needs, including Autism Spectrum Disorder, ADHD, sensory impairments, Dyslexia, medical requirements and physical disabilities as well as social and emotional difficulties. This is through many different ways such as:

- Adaptations to the classroom environment - providing seat/foot wedges, ear defenders, visual timetables, own work spaces, colour overlays, pencil grips, writing spaces, sensory objects, personal safe spaces etc.
- Adaptations to planning and differentiation to meet the child's specific needs including specialist and/or practical resources.
- Additional adult support from teaching assistants on an individual or small group basis.
- Intervention work and specific learning programmes.
- Pastoral support, e.g. at the start of the school day, playtimes and lunchtimes.

Learning Plans

We follow an 'Assess, Plan, Do, Review' cycle to support our pupils in achieving their targets and will record this on a document called a Learning Plan.

ASSESS - We will assess where your child is at. This could be through formal assessments, observations and information from other professional outside agencies.

PLAN - We will create targets specific to your child's needs which will detail what support will be given, by who and how often.

DO - A range of different strategies will be used to support your child to meet his/her targets. This could include specific intervention programmes, additional adult support both in and out of the classroom to work on specific skills or pastoral support.

REVIEW - The targets on the Learning Plan will have a review date and both you and your child will be asked to be involved in this process. Targets are reviewed at least three times a year, sometimes more often, and in addition to this will be discussed with you during parents/carers evenings. Reviews will focus on the progress the child has made towards his/her targets and the effectiveness of any interventions or strategies as well as what next steps might be. A decision will also be made at this point as to whether your child needs to continue to receive support, whether more intensive support or action is required or whether all needs have been met and the pupil can be removed from the Academy SEND list.



YOU CAN SEE A SAMPLE LEARNING PLAN HERE

Who will support my child in school?

Member of Staff	Roles and Responsibilities
Class Teachers	<ul style="list-style-type: none">*Responsible for day to day teaching and learning, setting tasks and activities that are appropriate and adapted to meet your child's needs.*Monitors pupil's progress and attainment.*Ensures interventions are implemented.*Liaises with parents/carers, other staff including the SENDCO and outside agencies to ensure effective provision for pupils.
Teaching Assistants	<ul style="list-style-type: none">*provide day to day support for learning in the classroom as directed by the class teacher. This may be in a small group or on an individual basis.*Deliver specific interventions or SALT therapy programmes to support Learning Plan targets.
SENDCO	<ul style="list-style-type: none">*May complete referrals to outside agencies for further support and advice.*Monitors SEND provision across the whole school.*Lead review meetings and complete relevant paperwork, e.g. EHCP annual reviews.*Support class teachers in the identification of SEND and target setting.*Support staff with interventions.*Submit EHCNA requests.
Family Support Worker	<ul style="list-style-type: none">*Support children and families in a pastoral role, carrying out home visits and attending meetings, e.g. TAF/CIN.
Outside Agencies	<ul style="list-style-type: none">*May complete assessments or observations and be involved in the Assess, Plan, Do, Review process.
Principal	<ul style="list-style-type: none">*Has overall responsibility for all provision in school.

What training and experience do staff have in order to support your child's needs?

All staff have training in first aid and safeguarding and have a wealth of experience working with children with SEND. We also have staff throughout school who have had additional training on:

- working with children with Autism from the 'Working Together Team'



- supporting children with a medical need, e.g. diabetes, epilepsy or anaphylaxis and the use of EpiPens.
- Makaton - a language programme using signs, speech and symbols to communicate.
- ELSA - 'Emotional Literacy Support Assistants'. We have 4 trained ELSA's who support the pupils with their emotional needs.
- Supporting children with sensory needs, e.g. hearing loss and the use of specialist equipment such as radio aids.
- Price Training - Positive Handling.
- Delivering Drawing and Talking therapy sessions.

Who else might support my child in school?

We can make referrals to many different services and will discuss with you first why we would like to involve other agencies. In many cases you will be asked to sign a consent form and to sometimes provide information from a parent/carer and home perspective. You will also always receive copies of any reports from these professionals.

Agency	Role
Specialist Teacher (ST) - Karen Ashdown	Completes assessments with pupils to identify areas of strength and areas to develop, specifically within maths, communication, language and literacy. Can also identify and diagnose children with a specific learning disability of Dyslexia. Recommends interventions and sets personalised targets to support school staff.
Educational Psychologist (EP)	Works with children, and sometimes their parents/carers, that school have identified as having complex learning and/or social and emotional needs. Can observe pupils and complete 'Dynamic Assessments' to help identify barriers to learning and develop strategies to overcome them.
Speech and Language Therapy Service (SALT)	Assess children's communication and suggest activities for home and school to work on to improve their speech and language. In some cases children may receive a block of speech therapy from a therapy assistant.
The Working Together Team (TWTT) - Helen Pitfield	Observes pupils with social communication difficulties, including those with a diagnosis of Autism, to suggest strategies to help the child within the classroom.
Extended Communication and Language Impairment Provision for Students (ECLIPS)	Supports school in meeting the needs of children with specifically identified speech and language difficulties, e.g. children who



	communicate using Makaton. Also provide training for staff.
Community Paediatrics	Paediatricians are doctors who specialise in children's health and development. They can diagnose specific conditions such as ADHD, learning delay or Autism. Paediatricians can also refer children to other services and request further medical investigations such as scans, blood tests and genetic testing.
Sensory Education Support Team (SEST)	Specialist teachers work with school staff to support pupils with hearing, visual or sensory impairments. They will also check any specialist equipment being used, e.g. hearing aids and radio aids.
Behaviour Outreach Support Service (BOSS)	Support school to more effectively support pupils who display behaviour that challenges. They focus on maintaining children's positive engagement with school.
Community Nursing Team	Check the height and weight of pupils in Reception and Year 6. Also provide training and support for staff working with children with a specific medical need, e.g. diabetes, epilepsy, severe allergic reactions etc.
Mental Health Support Team (MHST)	Support children and their parents/carers with identified anxieties through the delivery of group workshops and/or 1-1 blocks of support in school.

What support will there be for my child's social and emotional wellbeing?

We believe in nurturing children and developing strong, caring relationships that support a child's self-esteem and wellbeing.

Pastoral Support

We recognise that children may often face social and emotional difficulties at less structured times of the school day and therefore offer support at playtimes and lunchtimes to help pupils to make better choices, to learn to self-regulate and to develop their self-esteem. Children can attend lunch clubs, choose safe spaces rather than the playground if they need to, and access pastoral support from our Family Support Worker, Mrs Rebecca Dawson. The wellbeing of the children is at the heart of everything we do. Mrs Dawson offers support to all our pupils because we recognise that everyone needs a friendly ear from time to time.

We have a structured PSHE curriculum, called 'Jigsaw', that is taught throughout school from EYFS to Y6 and which is centred around six key themes that are built upon each year as children progress through school. These themes are as follows:



1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

YOU CAN FIND OUT MORE ABOUT OUR PSHE CURRICULUM HERE:

<https://www.jigsawpshe.com/information-for-parents-and-carers/>

We also plan specific interventions for targeted pupils who need additional support for their self-esteem and wellbeing. This could be on an individual basis or as a small identified group, for example, during Lego Therapy or ELSA.

Support for Behaviour

If a child is at risk of exclusion then a Pastoral Support Plan (PSP) may be drawn up with parents/carers, the pupil and staff to try to establish a positive way forward for the child in school. This will also follow the 'Assess, Plan, Do, Review' cycle and may lead to support from other outside agencies, particularly the 'Behaviour Outreach Support Service (BOSS)' who may work in school with your child over several weeks to help improve outcomes for them.

Medical Needs

The Academy has a medical policy regarding the administration of medication in school. All medication is locked in a secure medical cupboard to which only designated staff have access. We keep records of when medication is administered and you will be asked to sign your consent for staff to do this. Some pupils may have a health care plan detailing their specific condition and how to manage it, for example diabetes. These may be written by health professionals. All staff have basic first aid training and some also hold Paediatric First Aid or First Aid at Work qualifications. Staff also receive additional training where there is a pupil in school with a medical condition that requires specific support, for example, epilepsy or severe allergies.

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

Your child's progress is monitored closely over the academic year and recorded on our school tracking system. We measure the amount of progress children make and look at how their attainment compares with other pupils of the same age. We use lots of information to inform their level of achievement including;

- Reading and spelling age assessments
- National curriculum expectations
- Early Years Foundation Stage assessments - National Baseline, WellComm, Good Level of Development and Early Learning Goals.
- Standardised Assessments carried out by the Specialist Teacher.



- Pixl Assessments in Key Stage 2
- Progress towards specific targets in children's Learning Plans
- Read, Write Inc (Phonics) assessments

How will I know how well my child is doing?

We hold parents/carers meeting twice a year where your child's targets and progress will be discussed with you. In addition to this we will ask you to contribute to review meetings for your child's Learning Plan at least three times a year and will share any professional reports we receive for your child, for example from The Specialist Teacher or the Educational Psychologist. Once you have read the reports we welcome your feedback and understand you may have questions or things you would like to discuss further. Parents and carers are always welcome to arrange a time that is convenient for a discussion with class teachers and/or the SENDCO. For some pupils we may need to communicate more regularly with parents/carers about their child's progress and/or any incidents. This may be done through a home/school book on a daily or weekly basis or through verbal contact by telephone.

How will my child contribute their views?

We value the importance of the voice of all our pupils and as such your child will be asked to contribute to the 'Assess, Plan, Do, Review' cycle at all stages. Your child's views will be taken into account at review meetings and he/she will be able to attend these if they wish to and as appropriate for their age. Their views may be gathered in a variety of ways depending on their abilities and individual needs, for instance, through pictures, audio/visual recordings, writing, discussion with a familiar adult etc.

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

Our teachers plan activities across the curriculum for children of all abilities that provide challenge and are appropriately pitched to move their individual learning forward. We use lots of different strategies to enable all pupils, including those with identified Special Educational Needs or Disabilities, to access learning in school. This may include some of the following strategies:

- Adjusting the classroom layout and/or seating arrangements, for example, to ensure pupils with visual or hearing impairments are situated in the most effective space in the room.
- The use of visual supports and prompts, for example, visual timetables, sand timers, emotion cards and wrist bands, vocabulary mats etc.
- The careful groupings of children, for example, mixed abilities, mixed ages, similar abilities etc.
- The use of technology to engage, motivate or enable participation in lessons through, for instance, recording and typing on tablets, or the use of specific apps.
- The use of concrete apparatus and practical resources.
- The use of specific equipment such as coloured overlays, writing slopes, pencil grips, 'fiddle' objects, ear defenders, radio aids etc.
- Pre teaching of key learning before a lesson or topic.
- Individual workspaces within the classroom and 'safe spaces.'



- Additional adult support.
- Taking part in lunchtime and after school activities including sports clubs, dance and singing.

What is an Education, Health and Care Plan (EHCP)?

On occasion, despite lots of intensive support and interventions, some pupils with the most complex special educational needs and/or disabilities, require an Education, Health and Care Plan which sets out the additional needs of a child or young person beyond which the Academy is able to provide. If a pupil meets the criteria then the local authority provides top-up funding to the school to enable us to provide additional adult support and resourcing to help the child make progress towards their targets. Some pupils with an EHCP stay in mainstream school and some may need to access specialist provision. EHCP's are legally binding documents that bring together all relevant agencies and are reviewed on an annual basis.

How accessible is the Academy environment?

The school is fully accessible to wheelchairs and there are also disabled parking spaces to make site access easier. We also have accessible toilets and a fully equipped hygiene suite. Classrooms with ramps or steps are clearly highlighted.

[Further details of our Accessibility Plan can be found here.](#)

How will the Academy help my child to settle in and move on to their next school?

We prepare and support children in the Early Years as they start school by:

- Enabling the early years staff to visit local nurseries, children's centres and childminders in the summer term before your child starts.
- Organising 'Stay & Play' sessions during Term 6
- Encouraging prospective children and their pupils to come for a look around the whole school.
- Holding information meetings for new parents.
- Liaising closely with other settings and outside agencies to ensure relevant information is passed on and support is in place prior to arrival at school.

We prepare and support children who arrive during the academic year in any year group by:

- Encouraging you to visit school beforehand and to meet with staff so that we can discuss any additional needs your child may have.
- Liaising with the previous school to ensure all records reach us quickly and efficiently.

We prepare and support our Year 6 pupils with the move to secondary school by:

- Working closely with the local secondary schools and ensuring all relevant information is shared through the transfer of paperwork and transition meetings between SENDCOS.
- Completing transfer records for all pupils, including details of any identified SEND.



- Supporting the children on 'taster days' at their new school and organising visits to the academy by some of the secondary staff.
- Organising, where appropriate, workshops to support pupils with possible anxieties around moving to secondary school.
- For children with an Education, Health and Care Plan, a transfer meeting will be arranged in the summer term of Year 5 to discuss placement for Year 7.

How can I help my child?

There are lots of ways we encourage parents and carers to support their child's learning journey during their time with us. Please:

- Try to attend all meetings regarding your child and remember we value your opinion so it is important you contribute to their reviews.
- Try to support your child at home with the targets we are working on in school.
- Remember to regularly read with your child and listen to them read to you too.
- Support your child with any home-school projects.
- Try to attend celebration events, performances and join-in days.
- Remember to check the Academy website regularly for news about events as well as what your child's class are learning about each term.

How can I access support for myself and my family?

Some useful resources include:

Lincolnshire County Council Local Offer for SEND - find everything you need to know about SEND in one place!

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

Lincolnshire Parent Carer Forum

<https://www.lincspcf.org.uk/>

Louth Area Autism Family Support (LAAFS)

<https://www.facebook.com/LAAFS-267180750078784/?scrlybrkr=28991e64>

National Autistic Society

<https://www.autism.org.uk/>

Liaise - SEND Information Advice and Support Service in Lincolnshire

<https://www.lincolnshire.gov.uk/liaise>

Family Lives

<https://www.familylives.org.uk/>



Who can I contact for further information?

For any further advice or support please contact:

- Your child's class teacher
- SENDCO - Amy Dale
- Family Support Worker - Rebecca Dawson
- Principal - Shona Hodgson

Telephone: 01507 472472

email: admin@mablethorpeprimaryacademy.org

