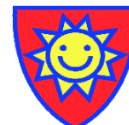




SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Information report 2025-2026



Welcome to our SEND information report which is part of the North Lincs Local Offer for learners with Special Educational Needs or Disability (SEND). All governing bodies of schools have a legal duty to publish information on their website about the implementation of the governing body's or proprietor's policy for pupils with SEN. This information is updated annually.

At Enderby Road Infant and Nursery School we value all members of our school community. Our local and school offer has been produced with pupils, parents, governors and members of staff.

Key People

Temporary SEND Coordinator (SENCO)

Ms M Sneyd

Leads and manages SEND in school.

How to contact:

- Admin.enderbyroad@northlincs.gov.uk
- **01724 861571**

Headteacher

Miss A Horsfield

Strategic lead of SEND in school.

How to contact:

- Admin.enderbyroad@northlincs.gov.uk
- **01724 861571**

Our school

Enderby Road Infant and Nursery School is a primary school for children 3-7-years old. We are a smaller than average school and currently have 108 children on role. We have a PAN of 40, currently with 5 classes.

Our last Ofsted was in December 2024 and we were judged to be good in all areas.

What is SEND?

A child has SEND if they have a learning difficulty or disability that we need to make special provision for. Some key terms explained:

- Learning Difficulty: when a child finds it harder to learn than most children do.
- Disability (that we need to make special provision for): something that hinders a child from using our school facilities.
- Special provision: is support that is extra or different to what is typically provided.

What are our values and approaches for children with SEND?



At Enderby Road, children are at the centre of everything we do. We ensure that all pupils are equally valued by having equal access to a broad and balanced curriculum, which is adapted to meet individual needs and abilities.

- We have effective management systems and procedures for SEND, taking into account the Code of Practice (2014).
- We have successful communication between teachers, children with SEND, parents, intervention group leaders and external agencies.
- We acknowledge and draw on parent's knowledge and expertise in relation to their own child.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality.
- We have an effective review cycle that allows us to monitor, review and plan for the next steps of development.
- We ensure that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.

Our ambitions for children who have SEND



We have high ambitions for all our children with SEND. We want them to make excellent progress. This means they will know more, remember more and be able to do more, despite their SEND.

We want to give them the knowledge and skills they need for adult life. So, we try to think about the long term as well as the short term. In the long term, we want our children with SEND to:

- have excellent basic skills (especially in reading, writing and maths)
- have good friends and relationships
- live a healthy and independent life in the community
- be successful in work

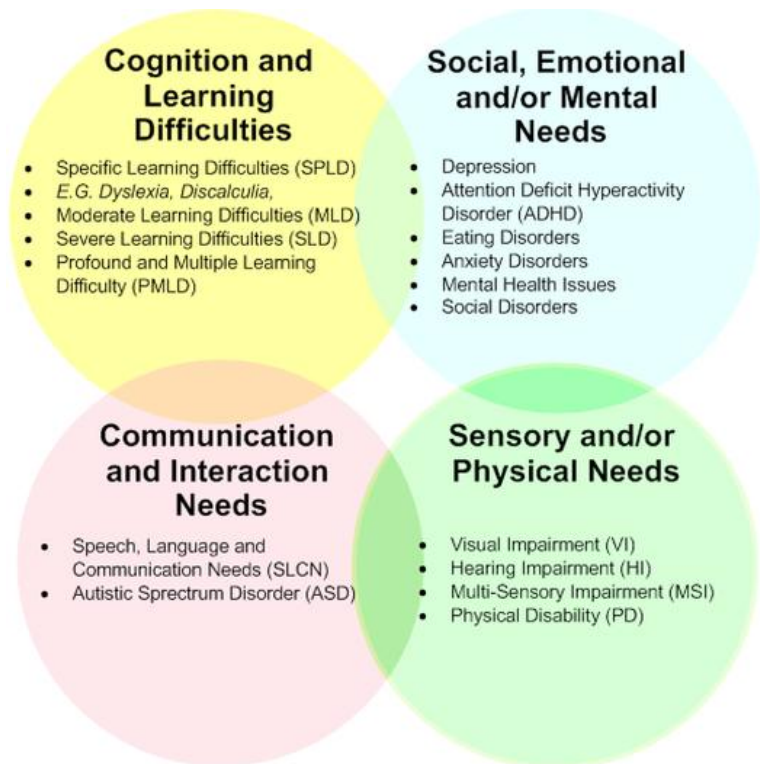
What are the types of SEND?

There are four categories of SEND.

Schools follow the guidelines in the governments Code of Practice (2014).

Some children have more than one type of SEND- see the diagram for a breakdown of need.

We welcome children with all types of SEND who have applied for a place via our normal admission process. If a child has complex needs, we consider admissions on a case by case basis. This is done through an Education, Health and Care plan. For more information, please contact school.



How we identify if your child may have SEND

At different times in their school life, a child may have a special educational need. The code of practice 2014 defines SEND as follows:

A child or young person has SEND if they have a learning difficulty or disability which calls for special education 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:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or
- b) 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 or mainstream post 16 institutions.

Where pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from the teachers and assessments. Sometimes, we ask outside experts to assess children and give us advice.

There can be many reasons for learners 'falling behind'. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract from learning. Our school understands that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that require special educational provision will be identified as having SEND.



Our current school profile

	Including nursery	%	National (Jan 2024)
Total number on role	108		
Children with SEND	22	20.3%	18.2% (primary data)
Children with SEND support	16	14.8%	14.8% (primary data)
EHCPs	5	4.6%	3.5% (primary data)
Inclusion funding	3	2.7%	
Boys (SEND support)	13	26%	61.2% (all schools)
Girls (SEND support)	9	15.5%	38.8% (all schools)
Boys (EHCP)	2	4%	71.4% (all schools)
Girls (EHCP)	3	5.1%	28.6% (all schools)
Cognitive and Learning	8	36%	
Social emotional and mental health	8	36%	
Speech, language and communication (including ASD)	6	27%	
Physical	0		

Our SEN profile shows that we have 16 children (14.8%) identified as needing SEND support, which is in line with national average. We currently have 5 children in school with an EHCP plan and 3 children have Inclusion funding within our Nursery.

This data fluctuates through the year, and will change as new children start and others are removed from the register.

2024-2025 Results

Due to the small number of pupils with identified SEND in the academic year 2024-2025, specific test and assessment results have not been published to protect the confidentiality and anonymity of individual children.

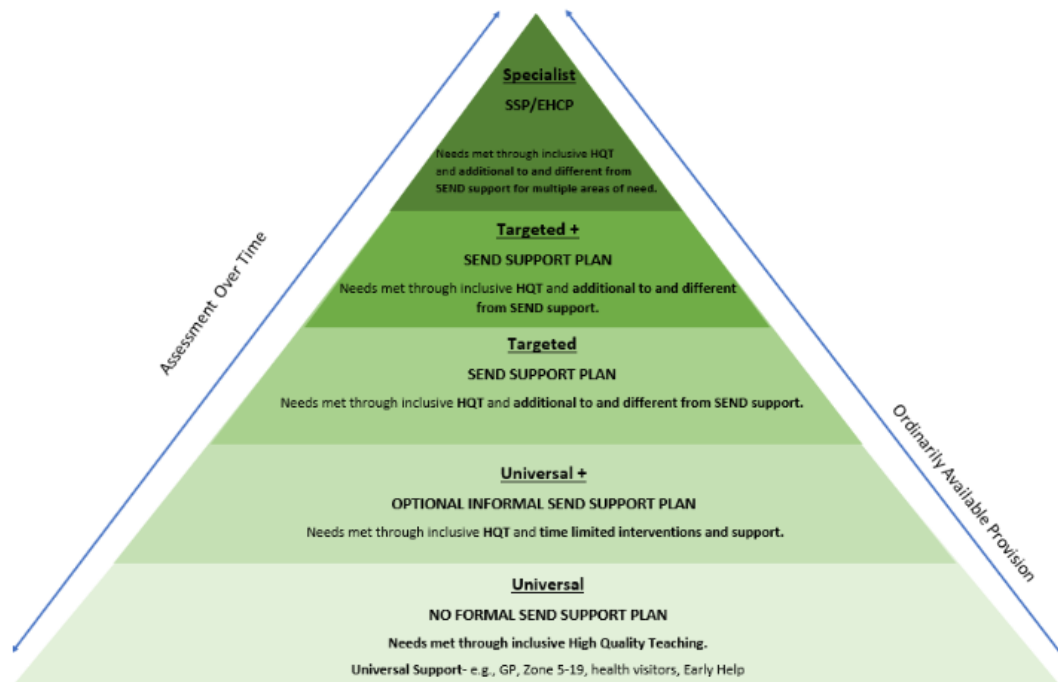
How do we meet the children's needs?

Children's SEND needs are varied and not all children need the same level of support. Where need is higher, we usually take more actions and seek further advice. Where the need is lower, there might only be some minor adjustments.

We follow the Local Authorities **Graduated Approach**, matching the levels of support to the child's level of need. If a learner is identified as having SEND, we will provide support that is 'additional to' or 'different from' the approaches and learning arrangements normally provided as part of high quality, personalised teaching' intended to overcome the barrier to their learning.

The diagram below outlines the **Graduated Approach Levels of Support**:

1. **Universal**- a child's needs are met through high quality teaching
2. **Universal +**- a child's needs are met through high quality teaching and a short-term intervention.
3. **Targeted**- child is placed on a SEND support plan and has additional support and intervention to meet their needs.
4. **Targeted +**- child is placed on a SEND support plan and has additional support and intervention to meet their needs (which may include some specialised one to one interventions).
5. **Specialist**- child has multiple areas of need and will need an **Education, Health and Care Plan (EHCP)**



Class teachers keep a record of all interventions through documenting them in a provision map. This is reviewed in line with termly SEND meetings and assessment dates.

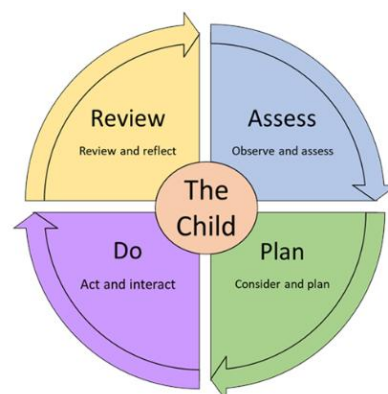
Assess, Plan, Do, Review

When providing support that is 'additional to' or 'different from' we engage in a 4 stage process: Assess, Plan, Do and Review.

Each cycle takes one school term and there are 3 cycles per year.

Sometimes this timescale is shorter (e.g. we are working on an important safety target or because the child is very young and is changing quickly).

Parents will be invited to an extended SEND review parent meeting termly, where they have the opportunity to talk in detail about their child, targets will be shared and reviewed and next steps put in place.



Assess- this involves taking into consideration all the information from discussions with parents, the child, class teachers and assessments.

Plan- this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on SEN support plans. They will form the basis for termly review meetings, held as part of parent/teachers consultations.

Do- providing the support- extra assistance for learning or learning aids- as set out in the plan.

Review- measuring the impact of support provided, and considering whether changes to that support need to be made. Agree what to do next.

For a small number of learners, their needs may require access to technology, e.g. Modified ICT equipment, recording devices etc. While the majority of learners with SEN will have their needs met in this way, some may require an EHC needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC Plan.

Accessibility

We are committed to ensuring every child, including those with a disability, are fully included and not treated less favourably. Our provision is underpinned by our **Accessibility Plan** (in line with the Equality Act 2010), which outlines strategic actions across three areas: curriculum access, physical environment, and access to information. We ensure curriculum adjustments through high-quality adaptive teaching and specialist resources, detailed in our Assess, Plan, Do, Review cycle. We actively remove physical barriers through annual audits and maintain accessible facilities. We support all pupils with disabilities to fully participate in the entire life of the school, including all trips, clubs, and extracurricular activities, with appropriate, individualised reasonable adjustments in place.

The role of parents



A child's parents have a wealth of knowledge and information about their child and are therefore an important link in the education of their child. They can provide a valuable source of support for their child's learning at home.

We are a team; parents are vital to the success of children with SEND:

- Parental knowledge helps us to get a shared view of a child's SEND.
- Parents tell us what strategies work well at home (often good ideas from home can help the child in school).
- Parents attend termly SEND Reviews so we can review their child's progress as a team.
- Parents use ideas from school to help the child at home.
- Parents share useful information with us to help us meet the child's SEND (e.g. clinic reports).

When we think a child might have SEND, we discuss this with parents.
This is so that we can:

- Find out more about the parent's views;
- Chat about what the next steps might be (this might include setting targets);
- Agree some long-term goals (we might refer to these goals as outcomes).

Support for parents

Our Pastoral Team



Mrs Clark is our Pastoral lead and THRIVE practitioner. If you have concerns about a child's wellbeing, please contact her via our school office. She has friendly advice and can offer a listening ear to our parents. She can also put you in touch with lots of services that help families.

SENDIASS

SENDIASS is a service that provides independent advice and support for parents.

The service is free. They offer a range of help:

- Info on local groups and services
- Info on SEND laws
- Help to prepare for meetings
- Help to solve disagreements



**SEN & Disability
Information
Advice &
Support
Service**

How can parents access SENDIAS?

Parents get in touch themselves.

- Tel: 01724 277665
- Email: help@nlsendiass.org.uk
- Web: <https://www.nlsendiass.org.uk/>

The Local Offer

The Local Offer is a website that is written for parents and families. It is a guide to all schools and services in our local area.

It is not possible to outline all the information here, but it includes:

- Schools
- Leisure activities
- Holiday activities
- Support services
- Health services (e.g. contact details for the speech and language therapy team)

Website: <https://localoffer.northlincs.gov.uk/>

The role of children

The role of children is highly important. They are encouraged to be highly motivated, challenge themselves and therefore should reach their full potential.



It is important that staff listen to the views of the children with SEND. The child's input can help us unlock extra progress. Collecting child views may include:

- Asking or observing the child.
- The child completing a survey.
- The child self-assessing their behaviour targets.
- The child coming to their SEND review meeting.
- An annual survey of SEND children.

How we collect a child's views depends on the child's age and maturity.

Can a child with SEND join in day trips, residential trips, breakfast, after school and holiday clubs?

Yes – we make adjustments so that children who have SEND can join in all of school life. Staff may need to talk to parents to plan adjustments and ensure there is an individualised risk assessment. Or, if a parent is worried that their child might need adjustments to be successful, they can chat to the class teacher or SENDCo to discuss this.

It is rare that we have to make the hard decision for a child to not attend – in the small number of occasions this is due to safeguarding.

Additional information about our team

Class teachers

Every teacher is a teacher of children with SEND. Teachers are parents' first port of call when they have concerns about their child's progress or possible SEND. They:

- are responsible for the development for every child they teach
- work closely with support staff to plan and review support.
- adapt lessons to make them accessible for every child.
- use assessments to help plan accessible lessons.
- follow advice from any support services.
- review each child's progress and plan the next steps.



Support Staff

Support staff, including teaching assistants, are a key part of our team. They:

- Provide a wide range of SEND support.
- Lead SEND sessions outside the class.
- Support children in classroom.

To help us do the best for every child, all staff can ask for any child's SEND plans.

Our school governors for SEND

Our governor with the responsibility of SEND is **Joy Tomlinson**

Her role is to:

- Monitor SEND in our school, including our legal duties.
- Have an overview of long term plans for improving our SEND provision.
- Meet with the SENDCO at least twice a year and make sure our governors are kept up to date on SEND issues.

How do we develop our SEND Expertise?

Our team have lots of SEND expertise. However, it is important we keep refreshing and developing our skills.

To train and develop our team, we use:

- Staff meeting and INSET day training
- Staff supporting each other
- Online courses and webinars
- Bespoke support from the Local Authority



SEND training is often led by the SENDCo, Headteacher or the Local Authority. We also use other external trainers so that our staff can benefit from the best specialist expertise.

How do we support children for the different areas of need?

Below is a list of some of the intervention and support we provide in school



Cognition and Learning

- Individual SEND support plans
- Class provision mapping
- Use of specialist resources
- Adapted or differentiated curriculum
- Practical equipment and visual resources
- Phonics interventions
- Precision teaching
- Possible referral to educational psychology, special school outreach
- Sensory breaks and time out
- Sensory Circuits



Communication and Interaction

- Individual SEND support plans
- NELI assessment and intervention
- Visual timetables and cues
- Possible referral to SALT
- Specialist SALT interventions based on personalized targets
- ASETS support (autism)
- Sensory breaks and time out
- Sensory Circuits



Social, Emotional Mental Health

- Thrive
- Full time Pastoral manager
- Individual SEND support plans
- Family support
- Access to sensory resources within the classroom
- Sensory breaks and time out
- Agency support from CAHMs, Educational Psychology and BOSS
- Whole class Wellbeing lessons
- 5-point scale emotion plan



Physical / Sensory needs

- Individual SEND support plans
- Use of specialist resources
- Sensory resources
- Sensory breaks
- Occupational therapy programmes
- Physiotherapy programmes
- Referrals to visual, hearing impairment teams, special school outreach, physiotherapy and occupational therapy

Can we access specialist help?

Some children have needs that are very specific or complex. We work with support services to meet such needs. These are called external agencies.

Autism Spectrum Education Team (also known as ASET)
01724 296679

Speech and Language Therapy Service
01724 203755

Wellbeing Support for parents and carers
rdash.northlincschildrengroup@nhs.net
tel: 0800 0199951

Wellbeing and Young Carer Team
youngcarers@northlincs.gov.uk
tel:01724 297502

Educational Psychology Service (EPS)
nledpsychology@northlincs.gov.uk
tel:01724 296679

Portage
nlportage@northlincs.gov.uk
tel:01724 296679

Learning Disability and Sensory Team
Complexdisabilityteam@northlincs.gov.uk
tel:01724 298000

Hearing Support, Vision Support, Physical Disability Team
ISDC@northlincs.gov.uk
tel:01724 407988

Behaviour Support
educationinclusioncandc@northlincs.gov.uk
tel:01724 296679

Education Inclusion Service
educationinclusioncandc@northlincs.gov.uk
tel:01724 297000

School Nursing Team
Rdash.northlincschildrengroup@nhs.net
Tel: 03033306153

Child Mental Health Service (CAMHS)
<https://www.rdash.nhs.uk/services/child-and-adolescent-mental-health-service-camhs/>
Tel: 01724 408460

Health Visitors

Tel: 03033306771

Early Helpmars@northlincs.gov.uk

tel:01724 297000

<https://www.northlincscmars.co.uk/>**Transitions for children with SEND****How do we prepare children to join our school?**

- We talk to previous settings to find out about the child's needs
- We visit the children and parents at home
- We do transition days and stay and play sessions for the children (additional visits are offered if needed)
- We organize meetings with the class teacher and SENCO
- We liaise with external agencies if needed.

How do we prepare children to move on from our school?

Transition is part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for children with SEND. Consequently, we closely work with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within the schools will take place in the summer term; arrangements for transition to Junior school for children with SEND will be planned according to individual need.

During Year 2, information- previously agreed with parents- will be shared with the SENDCO at their next school. This information will outline needs and support that has proven effective. Where possible, children will visit their new school on several occasions and in some cases, staff from the new school will visit him or her at Enderby Road or staff will accompany the child on visits to their next school.

Other Information

Complaints about SEND

Parents should discuss any problems with the class teacher, SENDCO and Headteacher in the first instance. Most problems are resolved in this way, particularly if parents maintain a regular contact with the school. If parents are still dissatisfied an approach to any member of the Board of Governors can be made. Please visit the school website for the complaints policy.

SEND Laws and Rules

If you want to read more, these are the key SEND documents:

SEND Code of Practice This is the Government's SEND rulebook.

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

Equality Act This 2010 law outlines our duties to make reasonable adjustments for those who have disabilities. It legally protects people from discrimination.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

The Children & Families Act This 2014 law outlines our duties for children with SEND.

https://assets.publishing.service.gov.uk/media/5a7dc4b0e5274a5eb14e7114/Young_Person_s_Guide_to_the_Children_and_Families_Act.pdf