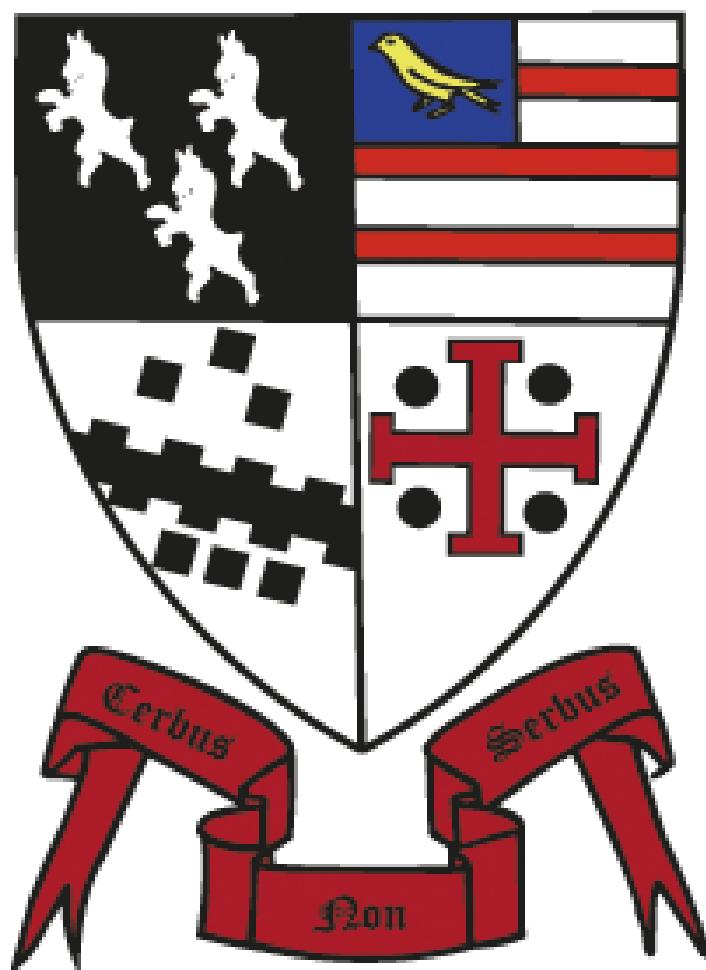


Marston Thorold's Charity C of E Primary School



SEND Information Report July 2026

Introduction

At Marston Thorold's Primary School, we have high expectations and offer excellence and choice for all of our children, whatever their abilities or needs. We aim to achieve this through the removal of barriers to learning and participation for all. We ensure that all of our children know that they are valued and important members of our school community and through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

We aim to meet the needs of each and every child, including those with Special Education Needs and Disabilities, so they reach their full potential and enjoy their learning.

How do we know if our pupils need extra help?

A child has special educational needs if she or he has a:

- Learning difficulty which is significantly greater than the majority of children of the same age
- Disability which makes it difficult to use the facilities normally available.

Special educational needs are described by the Special Education Needs Code of Practice as falling into four areas.

These are:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical.

There are a number of different circumstances which may lead to the suggestion of special educational needs.

- You may feel there has been a problem of some kind for a while, though you may not be able to identify what that problem is.
- A difficulty may have been suggested by a health visitor, doctor or other health professional.
- Your child's class teacher may speak to you with a concern that they have about your child's progress, or with a specific difficulty.

It is very important that parents/carers and the school work together, so if you have any concerns, please make an appointment to speak to your child's class teacher. Your child's class teacher will also contact you for an appointment if he/she has any worries.

If you have concerns around your child's progress or feel there is problem that you can't identify, contact your child's class teacher in the first instance. You can also contact the school SENCO, Amy Richardson (amy.richardson@gvsf.school) for further advice and support.

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents/carers when it is decided that a pupil will receive SEN support.

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

Talk to your child's classteacher at the earliest opportunity to discuss your concerns. All our teachers are teachers of SEND and have regular training in different aspects of SEND.

Adaptations can be made to learning and environments as necessary to support effective learning and the classteacher has responsibility for this. In our school we adopt different 'waves' of support for all children with everyone accessing Wave 1 – our Quality First Teaching Approach. Below are outlined the steps and strategies used at each wave to ensure good progress for all children.

1) Wave One: All children have access to Quality First Teaching in our schools. This is evident in our careful planning of a sequential curriculum for all subjects. The balance of process and disciplinary knowledge is carefully measured and assessed at regular intervals (dependent on the subject and age of the children). Progress is monitored in all subjects through our Assessment for Learning strategies which involve regular Knowledge Recaps, the use of questioning, live marking and feedback processes which all contribute to build a picture of children's progress and achievements. Three times a year, Progress Dialogues take place between the classteacher and Headteacher to review data entered into our assessment system for reading, writing and maths. Progress is tracked at this stage with any concerns noted on the system. Curriculum adaptations and adaptive teaching strategies are part of this discussion regarding individuals who might need further support. Strategies that might be employed to support individuals at this stage might include:

- Now and Next Boards
- Visual Timetables
- Sensory/fidget toys
- Wobble Cushions
- Brain breaks
- Adaptations to suit sensory needs
- Sticker charts or class rewards
- Adjustments to seating arrangements
- 'Meet and Greet' every morning
- Sand timers and regular check-ins
- Adjustments to instructional teaching – breaking tasks into 'small chunks'.

2) Wave Two: Where the above strategies have been used to improve progress for children and we still have concerns, we will move to Wave 2. Additional interventions may be identified as appropriate and beneficial. An intervention timetable is in place for staff who carry these out and are trained to do so. At this point, children may be added to the SEND 'watch list' or full register and parents invited to SEND Parents' Evenings as well as the usual Parents' Evening (if included on SEND register). A one page portrait may be created where specific interventions or adaptations are shown to be necessary or beneficial. This may be a full Individual Support Plan with targets set

and reviewed. Concerns and updates are recorded on the CPOMs system. Progress is tracked and monitored in the same way as Wave One.

3) Wave Three: Where the above strategies have been used to support children working at Wave Two and there are still concerns identified through the channels outlined in Wave One and Two, a consultation will take place with the SENDCo, class teacher, TAs (where appropriate). Progress data, intervention tracking and any other information, including parental input is used to decide an appropriate course of action. At this stage, the SENDCo will do an informal observation and may be able to suggest further adaptive teaching or adaptations to the environment. External support may be sought through AskSAL, Working Together Team, Educational Psychologist, referral to SALT, referral to a paediatrician or Sensory Team or the use of PSP/BOSS. At this stage, school will work through its Behaviour Support and consider the use of a Flowchart if this stage has been reached. When/if Support Bases has been established within school, this will be accessed as appropriate either via the Sensory Room or the Low Arousal Teaching Space.

4) EHCP Application Where the above stages have not resulted in good progress and school and parents remain concerned about this, we will consider application for an EHCP using evidence from the stages above.

At each stage, we assess whether children are making expected progress or 'less than expected progress'.

'Less than expected progress' will be characterised by progress which:

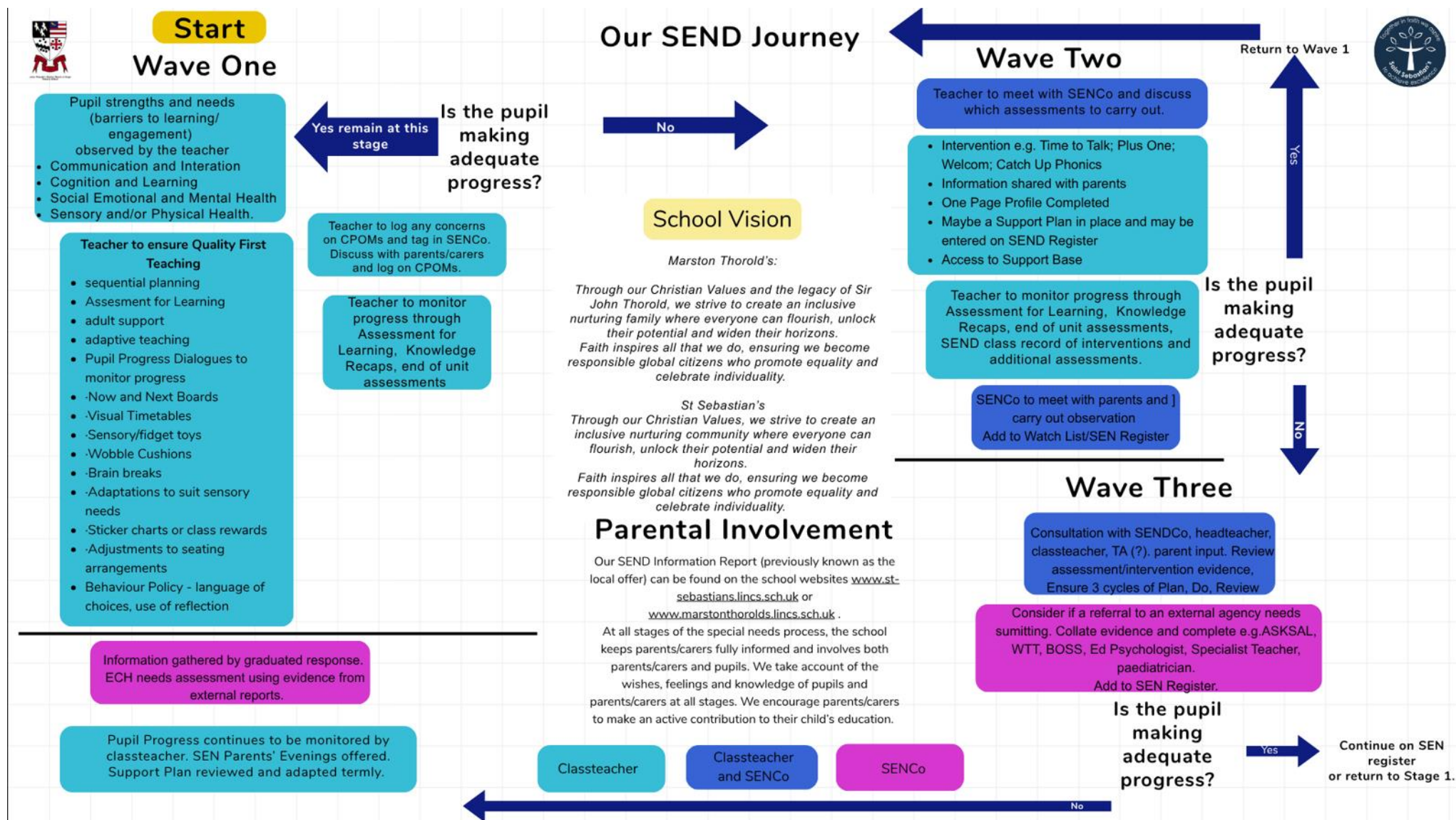
- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

EHCP and Classroom Support

From September 2026, the Federation has adopted a change in the use of additional adults for children with EHCPs. We will continue to support these individuals and to ensure that we follow ECH plans in providing the additional support which we are required to provide as outlined in the plan. However, we recognize that where we provide a full time 1:1 adult with an individual child we can often prevent them developing the independent skills they will need to thrive. Each case is assessed individually and we aim to provide a 'hover approach' to support individuals in the classroom interspersed with their individual intervention times throughout the day. These are timetabled by the SENDCo and monitored through use of Support Plans and regular assessments. Please see the Appendices at the back for a more detailed breakdown of the rationale and evidence for this approach.



If I think my child has Special Educational Needs?

Pupils will only receive a diagnosis if they have a specific medical need e.g. ADHD. Pupils do not receive a 'diagnosis' of special educational needs. The SENCo, in consultation with the class teacher and parent/carer, will identify that a pupil has a difficulty which is preventing them from learning in the same way as their peers.

If you are concerned that your child has a specific difficulty such as **ADHD or Autism**, the steps in the 'Send Journey' diagram will be followed first by school. Once this has been exhausted and progress is still not rapid enough, the SENCo can make a direct referral to the Community Paediatrician. This will only be once the steps above have been followed first. If the referral is accepted, you will receive an appointment with a paediatrician, who will give you further information and an assessment may begin.

If you are concerned that your child has a learning difficulty such as **Dyslexia**, the SENCo can make a referral to a Specialist Teacher. She can identify if a pupil has difficulties consistent with Dyslexia and provide advice about how best to support their needs.

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). 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.

How long does a diagnosis/referral take?

Referral time can vary depending upon the agency involved. Referrals to the NHS (Community Paediatrics and Speech and Language Therapy Service) take considerably longer. Please ask the school SENCO for current estimated waiting times. 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.

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.

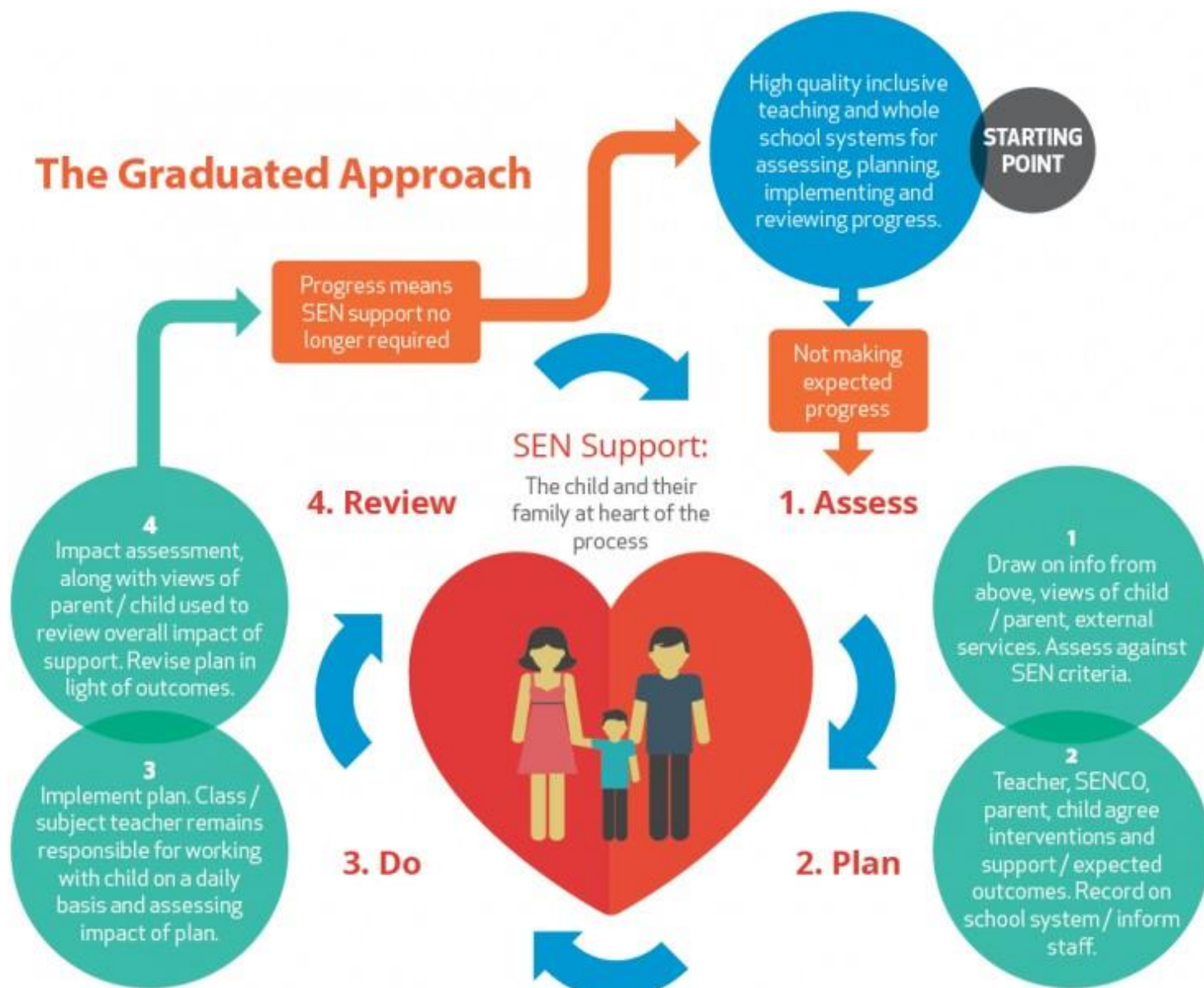
What happens once a diagnosis has been made?

Within our school we do not wait to put support in place. If it is very clear that a pupil has a difficulty and is struggling to learn, we will do everything that we can to help them whether they have a diagnosis or not.

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 any provision that we put in place for the pupil 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 have been purchased.

What will the school do to support my child?

Initially we will implement the agreed plan of action, making full use of the support available within the school. Where necessary additional advice and support may be sought from external agencies. Strategies and interventions will be in place to support the child as well as realistic short-term SMART (Specific, Measurable, Achievable, Relevant/Realistic, Time- bound) targets. These will be reviewed through a cycle of 'Assess, Plan, Do, Review' each term.



Who will support my child in school?

There are many individual and groups of people (detailed below) who may be involved in providing support for your child.

Who?	Roles & Responsibilities
Class Teacher	The Class teacher has overall responsibility for your child's progress and will work with you and your child to ensure his/her needs are met. The Class teacher is the first point of contact should you wish to raise a concern about your child. It is the Class teacher's responsibility to plan for teaching and learning and to make judgements based on your child's progress.
SENCo	The SENCo will monitor the progress of all the children on the SEN register and will monitor the effectiveness of intervention for children throughout the school. The SENCo will lead review meetings, refer children to outside agencies when appropriate, liaise with other professionals and complete relevant paperwork.
Executive Headteacher	The Executive Headteacher is in overall charge of all staff in school. The Executive Headteacher leads the termly pupil progress meetings and ensures that provision and support is available for children with SEN. The Executive Headteacher meets regularly with the SENCo to discuss provision in school for children with SEND.
Teaching Assistants	The Teaching Assistants support teaching and learning on a daily basis and have excellent knowledge of the children. They work with children individually, as well as in small groups and also deliver structured interventions with the guidance of the class teachers and SENCo.
Administrators	The Administrator will add your child's special education need to the central record and provide clerical support when needed.
SEND Governor	The Governing Board of Grantham Villages' CE Primary School Federation has a named Governor whose responsibility is to oversee the provision for SEN and feed information back to the governing board.
Outside Agencies	The school works with a range of Outside Agencies including Speech and Language Therapists, Specialist Teachers, Educational Psychologists, Physiotherapists, Paediatricians and outreach services. Their role is to support the child, family and school with all aspects of SEND.

What experience and qualifications does the SENCo have?

In line with the SEN Code of Practice (2014) the SENCO is a qualified teacher, who holds a **National Award in Special Educational Needs Co-Ordination**.

In addition, the SENCO attends local SEN Cluster Group meetings, and other training or briefing meetings provided by the Local Authority.

What training do the staff have (in relation to SEND)?

All staff within the school have regular training in a great number of areas of Safeguarding and special educational needs and disability. This may be specific to job roles or training carried out by the whole staff.

What support will there be for my child's emotional and social well-Being?

The emotional and social well-being of your child is of great importance to us. Where appropriate, additional intervention (individual or small group) will be organised to help your child's emotional and social development.

- Teachers and Teaching Assistants build up strong relationships with children to support their emotional needs.
- The School Behaviour Policy uses a language of choices and use of reflective conversations, are used consistently to support children's behaviour.
- We work closely with outside agencies to support children with emotional and behavioural needs.
- All safeguarding and child protection issues will be reported via CPOMS to Elaine Bedford (Executive Headteacher and Designated Safeguarding Lead), Amy Parnham (School Business Manager) and Amy Richardson (Head of School) as Deputy Designated Safeguarding Leads.
- PSHE is considered an important subject taught weekly and lessons are carefully planned across the whole school.
- We have a trained 'Draw and Talk' staff in our Federation. 'Draw and Talk' interventions may be used to support children on a regular basis for a length of time, alongside outside agencies when needed.

My child has Special Educational Needs and/or Disability (SEND), what extra support could you provide and who will decide on the support?

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 Coordinator (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 the school can provide.

Cognition and Learning (Learning Need)

- Different approaches to learning, e.g. visual, hands-on
- Different work expectations, matched to the child's ability
- Different/extra resources, e.g. word cards, number squares
- Special English or Numeracy programmes,
- Extra **adult** support, group work, individual support

Communication and Interaction

- Resources provided by the Speech and Language Therapy Service
- Wellcomm
- Black Sheep Press
- Communication and language games
- Social skills games
- Specific Speech and Language programmes provided by the Speech and Language Therapy Service
- Support and strategies from the Working Together Team

Social, Emotional and Mental Health

- ELSA strategies
- Draw and Talk intervention
- Social skills games
- Reward strategies
- Playground buddies
- Social Stories
- Lunchtime clubs
- Support from Healthy Minds

Sensory and Physical Needs

- Specialist equipment such as seating, writing slopes, pencil grips and calmers
- Specialist training from outside agencies, such as physiotherapists and outreach services, for pupils with disabilities
- Sensory Circuits to meet the individual sensory needs of a child

What If my child has medical needs?

If your child has specific medical needs, then please contact either your class teacher or the SENCo so appropriate plans can be put into action. If needed, a 'care plan' can be developed, with support and advice from outside agencies, to inform all staff of the specifics of the condition and what should be done to support the needs of the child. If your child requires ongoing medication, please contact the school office for more information.

What if my child needs support for behaviour (including attendance and exclusion)?

If your child needs support regarding behaviour, the first step is for the classteacher to use strategies to provide additional support in the classroom such as a sticker chart, movement breaks and/or sensory support depending on the age and needs of the individual. Further support may be provided in line with our Behaviour Policy in the form of a conference where the classteacher, headteacher and support staff in line with parental input, plan the next level of support which may involve a 'flowchart'. Where necessary they may have an individual plan or a personal support plan. A referral to BOSS may be appropriate following a personal support plan. This will be regularly reviewed and support recommended implemented in school.

How will my child be involved in the process and be able to contribute their views?

Your child will be involved in the process of 'Assess, Plan, Do and Review' through talking to familiar adults about his/her work, identifying his/her strengths as well as aspects he/she finds tricky. This often involves sharing classroom work and attending review meetings if appropriate.

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

All children are well supported within the classroom by highly skilled teachers and teaching assistants. Appropriate adjustments are made to the classroom, teaching and resources to ensure that all children have access to the curriculum.

These include:

- a clearly adapted curriculum;
- collaborative learning (talking partners, mixed ability group work);
- using ICT or a scribe to record;
- using ICT to support learning;
- using concrete apparatus (numicon, magnetic letters);
- the use of pupil's interests;
- targeted group work;
- pre-learning of key points or vocabulary prior to a lesson;
- 1:1 support;
- 1:1 teaching;
- interventions and guided work;
- high quality phonics teaching;
- the use of visual aids;
- adaptation of the learning environment.

How do we evaluate the effectiveness of provision made for pupils with SEND?

The effectiveness of provision for pupils with SEND is rigorously evaluated through pupil progress meetings. Assessments and data are used to ensure that the correct interventions are in place and children are making progress. If progress of children with SEN are not making expected progress, this is discussed at progress dialogues and next steps put into place. The SENCo uses the data from the progress dialogue meetings to evaluate provision. EEF guidance is used to inform decision making in terms of provision for children with SEND. TA meetings are also used to evaluate the effectiveness of provision through staff voice.

What opportunities will there be for me to discuss my child's attainment and achievement and how will I know how well my child is progressing?

We pride ourselves on our positive relationship with parents/carers and the school operates an open-door policy so if you have any questions about your child's progress you can make an appointment to see your child's class teacher at any time. We report in detail to parents/carers through Parents' Consultation Evenings which are held twice a year and via the School Report in July. We also hold SEND parents evenings for the parents/carers of children who are on the SEND register. These are usually around the time of the parents' evenings. Permission will always be sought before your child is assessed by an outside agency, e.g. the Specialist Teaching Team, and feedback will be given as a written report or verbally as part of a review meeting. Staff also love to share successes so will often catch parents at the beginning or end of the day to celebrate individual children's achievements or progress. There are also numerous occasions throughout the year when parents/carers are invited into school to see the children working and performing e.g. Open Mornings, Sports Day, Church Services and Shine Assemblies.

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

On entry to the Early Years Foundation Stage (YR) teachers baseline assess children. This is based on initial observations and some basic 1:1 assessments. At the end of EYFS, they are again assessed formally against the Early Learning Goals. Progress in EYFS is tracked on

the Tapestry system where observations are logged and progress measured.

In Key Stage One and Two, children's progress is tracked termly and measured against age-related expectations in relation to the National Curriculum. This process includes Pupil Progress Meetings between the class teacher, Executive Headteacher and SENCo when children's progress is discussed in relation to directing support and interventions appropriately. If your child is working below the curriculum expectations, they are assessed using the Pre-Key Stage standards.

Formal national assessments take place at the end of Key Stage 2 and a Phonics Screening Check is undertaken at the end of Year 1.

Where children have an EHCP or on the EHCP pathway and or are not making adequate progress on the pre Key Stage Levels, we track smaller step progress using the Cherry Garden Assessment system. This can also be used to set targets.

Assessments made by outside agencies are also utilised within the school.

How will my child be included in activities outside the classroom, including trips?

The school will endeavour to ensure that provision is put in place so that all children can access after school activities, breakfast clubs, outdoor learning and educational visits including residential opportunities. Where necessary, we will ensure that specialist support is available and if required, reasonable adjustments made to enable all children to access the provisions on offer, wherever possible.

Arrangements for the admission of pupils with disabilities

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' Policy to accommodate pupils with disabilities should parents/carers wish. Steps are taken to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

How accessible is the school environment?

At Marston Thorold's, the building is mainly single storey and all classrooms are on the ground floor, there is a disabled toilet near the front of the school. There is a small set of stairs to gain access to Otters Class and a wheelchair lift has been installed. There is another small set of stairs to Foxes Class but a wheelchair user could gain access via Otters if needed.

Due to the small school site car parking is limited at both schools so there is not disabled parking facility. We are an actively inclusive school and will always make reasonable adjustments where possible for any visitors who may have a disability.

How will the school prepare and support my child to join the school?

If your child is joining our school into the EYFS, we have a transition programme in place. Initially your child's teacher will visit him/her in his/her early years setting (or at home if your child does not attend an early years setting). This is followed by two school visits during the Summer Term aimed at helping your child to become comfortable in his/her new surroundings. The children also receive their own 'Welcome Pack' which parents/carers can

share with them at home in preparation for the new term.

If your child joins the school in another year group, we plan, in consultation with parents/carers, the transition depending on the needs of the child. Your child is welcome to make visits to the school to meet their class and their teacher and familiarise him/herself with the school routines.

As with most things in school, these arrangements are extremely flexible and can be personalised and adapted to meet the particular needs of your child. There are also a number of set opportunities for parents/carers to meet with staff in year group and 1:1 settings but again, further meetings can be arranged if necessary.

If a child is already identified as having special educational needs, it is usual practice for our SENCo to be invited to and attend a Nursery review meeting and for all paperwork to be forwarded to the school during the summer break.

How will the school prepare and support my child to transfer to a new setting?

We are committed to working in partnership with professionals and families to ensure smooth secondary or alternative school transition. This usually means communication with the school, planned school visits, transition visits and sharing of key information, usually in Year 5 and Year 6. Additional individualised transition days and booklets can be organised and produced dependent on the needs of individual children. The new school SENCo attends review meetings and meets with our teachers to discuss each child's profile and share any relevant information that will help your child experience a smooth transition. All paperwork is kept up to date and forwarded to the new school promptly.

How can I be involved in supporting my child?

You can support your child by:

- engaging with the school;
- attending meetings;
- keeping the school up to date with any changes or information you feel is necessary to pass to the class teacher or SENCo;
- attending parent workshops and open-school events;
- supporting them with reading, spelling, times table and homework tasks;
- providing home and wider learning opportunities.

How do we support Looked After Children (LAC) with SEND?

As part of the PEP process, we work alongside the Virtual School and the child's support network to support the needs of all LAC children, including educational needs and SEND needs. Termly PEPs are held. Targets are set in these meetings which work alongside targets set in SEND support plans. With support from outside agencies and the virtual school, LAC children with SEND needs are supported to make progress and reach their potential. The school will invite an extended network to SEND review meetings including social workers and foster carers.

Who can I contact for further information?

If you require any further information, help or support, please contact a member of our school team.

- Your child's class teacher
- SENCO – Amy Richardson
- SEND Governor – Sandra Jackson
- Executive Headteacher – Elaine Bedford

How Can I Access Support for Myself and My Family?

School staff are always available to offer support and signpost to other organisations when necessary. Some useful organisations include:

Organisation	Telephone	Website/Email
Young Minds		www.youngminds.org.uk Young Minds: The voice for young people's mental health and wellbeing.
Healthy Minds Lincolnshire Here4You Line	0800 234 6342	Healthy Minds Lincolnshire :: Lincolnshire Young Minds (lpft.nhs.uk) Healthy Minds Lincolnshire provide emotional wellbeing support for children and young people up to 19 years old (25 years old if they have special educational needs or a disability or are leaving care). lpft.lincs-spa@nhs.net
ipsea		www.ipsea.org.uk IPSEA stands for Independent Parental Special Education Advice
Lincolnshire County Council		www.lincolnshire.gov.uk – provides information on the local offer, local schools and information for parents including links to support groups. Find links here for 4all – a magazine with up to date information on SEND and activities for children, young people and families. Also find links here for short breaks for children and young people

Lincolnshire Children's Services	01522 554673	Children's services - Find a liaison officer – Lincolnshire County Council
Family Lives	0808 800 2222	askus@familylives.org.uk Parenting and Family Support - Family Lives (Parentline Plus) Family Lives
PAACT (Autism Support)	07840 569 368	Parents and Autistic Children Together – PAACT (paactsupport.com)
Lincolnshire ADHD Support Group	01522 539939	lincoln.adhd@btconnect.com
Ethnic minority and Traveller education	01427 787190	EMTET@lincolnshire.gov.uk
Family Action	01522 69010	lincoln@family-action.org.uk

Liase Lincolnshire	0800 195 1635	Liaise – What is Liaise? - Lincolnshire County Council 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 (0-25 years) with SEN and disabilities, and their parents and carers.
Lincolnshire Centre Grief & Loss	01522 546168	email@lcgl.org.uk Home (lcgl.org.uk)
Lincolnshire Parent Carer Forum	07925 232466	admin@lincspcf.org.uk LPCF is specifically tasked with working alongside the Local Authority and Health to help ensure that the services they plan, commission, deliver and monitor meet the needs of children with Disabilities and Special Educational Needs.
Lincolnshire Virtual Autism Hub	01522 458588	Virtual Autism Hub :: Lincolnshire Partnership NHS Trust (lpft.nhs.uk) lpft.virtualautismhublincs@nhs.net
Pupil Reintegration Team	01522 555798	PRT@lincolnshire.gov.uk The pupil reintegration team are a service to support schools and children that are experiencing challenging behaviour and emotional based school avoidance (EBSA). They promote the inclusion of vulnerable young people and help to reduce isolation and exclusion from school.
Working Together Team	01775 840 250	outreach@gosberton-house.lincs.sch.uk The Working Together Team is a National Autistic Society Advanced Status Accredited Service. We advocate best practice and provide specialist support to empower mainstream settings to ensure autistic children & young people thrive through collaborative working with families and professionals.

How does the school manage complaints in regard to SEND?

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.

What is the 'Local Offer'?

The Lincolnshire County Council Local Offer can be found at:

[Lincolnshire Local Offer](#)

This contains information regarding the SEND provision across the county.

1:1 Policy

We do not assign 1:1 teaching assistants to children but instead assign adults to support children in class. This policy outlines the reasons as to why and the research behind these decisions. As a school we have areas that children with additional needs can access, and we are hoping to further this by creating a Support Base with sensory facilities and a Low Arousal Teaching space. Each class will have teaching assistants who will work with all children throughout the day. As a school, we put a strong emphasis on developing independence in children which will support them as they move through their school journey.

What the research says:

There is a myth that 1:1s can solve all of a child's problems. Findings however show that 1:1s can create the opposite and create more challenges for children long term.

- 1:1 support for a pupil **appears** as the ultimate support. However, when a child is given an adult to guide them through every obstacle or mediate every challenge, this can lead children to internalise a message that they can't do this on their own. Children learn that they can't do anything on their own and become a victim of learnt helplessness. They develop a dependency or a reliance for simple tasks. They stop taking risks and stop trying to problem solve, as children believe they don't have the capacity to achieve, or an anxiety builds that they can't work independently. We as adults also send a message that you can't do this without an adult, so it becomes a self-fulfilling prophecy. This effects independence and resilience and ends up holding children back as they don't develop the skills required to thrive in schools.
- Children in SEND schools thrive more than children with SEND in Mainstream with a 1:1. This because in SEND schools they don't have 1:1s and so are not reliant on one adult. SEND schools do lots of small group teaching and independence and resilience is built within those small groups which leads to further success down the line. At secondary school, when the support is taken away children struggle with the mental challenges required of them.
- With 1:1s the child often bonds more closely with the TA than their peers. This is a problem as this will have an impact on the pupil's ability to build long term, healthy relationships. The 1:1 TA can sometimes be the main relationship a pupil has in school. This can cause the pupil to become isolated. They then miss key opportunities to build skills such as learning how to solve conflicts, develop critical social skills and understand different opinions. This can impact a child's feeling of belonging within their peer group. The 1:1 can also reinforce that the pupil is different and thus appear less inclusive. 1:1s will not be there forever and when they are taken away children are then left without a social network. Integration is more important, where adults support with social scaffolding.
- Training- 1:1s success relies on a very wide array of expertise and training. It is complex and requires more than kindness and patience. It relies on a knowledge of a wide array of different SEND conditions. TAs can fall into the trap of over supporting as opposed to understanding they just facilitate. Sometimes TAs can reinforce dependence particularly if the feeling is their job is on the line. Instead, it is better if all staff have a varying knowledge and then it becomes a collective effort as opposed to one person trying to do it all.

- Cost standpoint. A good TA is £30 000 with oncosts. This makes 1:1 support very expensive. With the training that is required to be effective, it moves more to £35,000. Cost vs Progress/success it does not make sense in our view point.

For some children, particularly those who require significant intimate care or support with feeding etc, we will consider what this looks like on a case-by-case basis.

Links to other policies

- **Accessibility Plan** (which covers: increasing the extent to which disabled pupils can participate in the curriculum; improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services we provide; improving the availability of accessible information to disabled pupils)
- **SEND Policy**
- **Admissions Policy**
- **Equality and Diversity Policy**