



LINBY CUM PAPPLEWICK CofE PRIMARY SCHOOL

SEN INFORMATION REPORT

This policy should be read in conjunction with the following policies:

[Accessibility Plan](#)

[Accessibility Policy](#)

[SEND Policy](#)

Policy:	SEN Information Report
Approved by:	Headteacher and Governors
Date:	September 2025
Review cycle:	Annual

Introduction

Linby CofE Primary School is a small, nurturing village school nestled in the picturesque outskirts of Nottingham. Surrounded by natural beauty and rooted in a strong sense of community, we are proud to offer a warm and inclusive environment where both children and staff are deeply valued. Our ethos is shaped by the Christian values of dignity, community, wisdom, hope and love, which guide every aspect of school life. Inspired by our key scripture—“May love and kindness be the motivation behind all that you do” (1 Corinthians 16:14)—we strive to ensure that compassion and integrity are at the heart of our policies and practices. Our school motto, Love life, love learning, grow in faith, reflects our commitment to fostering joyful learning, personal growth, and spiritual development for all.

Contents

Contents	2
1. What types of SEN does the school provide for?	3
2. Which staff will support my child, and what training have they had?	3
3. What should I do if I think my child has SEN?	4
4. How will the school know if my child needs SEN support?	5
5. How will the school measure my child's progress?	6
6. How will I be involved in decisions made about my child's education?	6
7. How will my child be involved in decisions made about their education?	7
8. How will the school adapt its teaching for my child?	7
9. How will the school evaluate whether the support in place is helping my child?	9
10. How will the school resources be secured for my child?	9
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?	9
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	10
13. How does the school support pupils with disabilities?	10
14. How will the school support my child's mental health and emotional and social development?	10
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	10
16. What support is in place for looked-after and previously looked-after children with SEN?	11
17. What should I do if I have a complaint about my child's SEN support?	11
18. What support is available for me and my family?	12
19. Glossary	12

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [here](#).

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

If you would like to read this report in other formats, please contact the office.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Rachel Hodge.

She has worked as a teacher for over twenty years and studied Special Educational Needs and Inclusion as part of her degree. She is working towards achieving the National Professional Qualification in Special Education Needs Co-ordination.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. All staff have had training in Zones of Regulation, Emotion Coaching and the Graduated Response. One member of staff has been trained in Blanks training.

Teaching assistants (TAs)

We have a number of TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have one teaching assistant who is trained to deliver ELSA (Emotional Literacy Support) and other teaching assistants who are trained in curiosity containers, Fun Fit and Sensory Circuits.

In the last academic year, TAs have been trained in Sensory Circuits, Zones of Regulation, ELSA and Whole Word Reading.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Cognition and Learning support teachers
- Specialist Behaviour Support teachers
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations
-

3. What should I do if I think my child has SEN?

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
If you think your child might have SEN, the first person you should tell is your child's teacher. You can do this by sending them a Dojo message or arranging a meeting by speaking with them at	After the Initial Concern meeting, we will review progress with a follow-up meeting eight weeks later. Together we will review the outcomes of the steps that were put in place and consider whether	If we decide that your child needs continued SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

the end of a school day. They will arrange a meeting called an Initial Concern meeting. They will discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. You will agree next steps and these will be monitored for eight weeks, using the assess, plan, do, review system. They will pass the meeting details on to our SENCO, Mrs Hodge who will be in touch to discuss your concerns. You can also contact the SENCO directly. office@lcp.snmat.org.uk	further support is needed. We will continue to monitor or put in more support. We will on next steps. We will make a note of what's been discussed and add this to your child's Initial Concerns form. You will also be given a copy of this.	
---	---	--

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include in core areas of learning such as reading, writing and maths or with social and emotional difficulties.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support or an intervention to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCo, and the teacher will contact you to discuss the possibility that your child has SEN. They will invite you to an Initial Concern meeting, where next steps will be discussed.

The SENCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCo and class teacher will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCo will work with you to create a SEN support plan (a Provision Map) for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress through Structured Conversation meetings, where we will share your child's Provision Map.

Your child's class teacher will meet you termly, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy of this Provision Map.

If you have concerns that arise between these meetings, please contact your child's class teacher using Class Dojo or by catching them at the end of the school day to arrange a catch-up.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Please read our [Accessibility Plan](#) and [Accessibility Policy](#).

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when for example, they need a scribe in an assessment due to muscle fatigue or where they are running an intervention, such a speed reading.
- Teaching assistants will support pupils in small groups when for example, children are being supported with pre or post-teaching of topics, where they are running an intervention such as arithmetic and there is more than one child who requires the same or similar support.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Calm spaces (Sensory room, library) Sensory Circuit (soft start) Attention Autism 'Bucket work'
	Speech and language difficulties	Speech and language therapy Language Link screening and interventions Blanks screening and interventions
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope. Nessy Screening Coloured overlays or printing onto coloured paper Sensory circuit Fun fit Whole Word Reading SNIP
	Moderate learning difficulties	Individual pre or post teach or individual intervention, for example on number bonds.
	Severe learning difficulties	Bespoke timetables, sensory-rich learning
Social, emotional and mental health	ADHD, ADD	Quiet workstation, time out of classroom, fidget toys, zones of regulation.
	Adverse childhood experiences and/or mental health issues	ELSA CAMHs MHST
Sensory and/or physical	Hearing impairment	BSL trained staff
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Bespoke Sensory input – e.g. Sensory circuits, rich sensory diets

	Physical impairment	Physiotherapy Accessible toilet / changing plinth
--	---------------------	--

These interventions are part of our contribution to Nottinghamshire County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant or Personal Care Assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. We do this by discussing your child's strengths and needs with our 'Family of Schools' and our Family SENCo. We may ask for additional funding from them. We may also discuss your child at our 'Springboard'. Professionals from the Education Psychology Service, Cognition and Learning Team, SEMH team will help us to think about what support is best. They may come and work with staff or children directly. If we need more funding than this, or if this is an emergency, we can apply for Higher Level Needs Funding.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to York in Y5 and PGL in Y6.

All pupils are encouraged to take part in the whole of our school life, including sports day, productions, special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

When you apply for your child to take up a place at Linby cum Papplewick C of E Primary School, it is important to explain to us all about your child and how we can best support them into our school.

- We will then arrange a meeting with their current school / pre-school / child-minder so that we can see the child in their current setting.
- We may arrange a meeting with you as parents – you are the experts on your child.
- We will plan the support that we need to put into place to make sure the transition into school is as easy and smooth as possible.
- Our oversubscription criteria does not discriminate on the grounds of need.

13. How does the school support pupils with disabilities?

At Linby cum Papplewick C of E Primary School, we strive to be as inclusive as we can be. We believe that every child is an unrepeatable miracle, made in the image of God and as such, we involve every child in the life of our school as much as we can.

This includes:

- Having a pupil Inclusion Lead – a child with SEND who can give us an insight into how we can best support children with a variety of needs.
- Providing iPads for children with dyslexia to use when writing.
- Encouraging children to take part in after-school and extra-curricular activities, be that residential, having roles in plays or in reading in Church Services, visiting Sherwood House, the Care Home where children engage in craft and activities with more mature people, running stalls at the School Fairs.
- See our [Accessibility Plan](#) for more details which detail how we:
 - Are aiming to increase the extent to which disabled pupils can participate in the curriculum
 - Are looking to improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
 - Are improving the availability of accessible information to disabled pupils

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council.
- Pupils with SEN will be encouraged to be part of the BIO club, a club to promote teamwork/building friendships (beginning Jan 2026).
- We provide extra pastoral support for listening to the views of pupils with SEN by using specific pupil voice with trusted adults.
- We run a ELSA sessions for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by encouraging all children to call out unkindness when it happens. This includes both physical and verbal unkindness.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Provide a booklet for the child, so that they know where their seat will be, how to enter the classroom, where their peg is.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. We will work closely with the SENCo of the new school, encouraging them to come and speak to you and your child and arranging, where possible, specific and enhanced transition. Extra transition sessions will be held in school, for example, with Trevor Raaff, our local Vicar, and with our MHST team.

Between phases (for primary schools)

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge
- Asking for enhanced transition with the Secondary School (dependent on their numbers)

16. What support is in place for looked-after and previously looked-after children with SEN?

The Designated Teacher for looked-after and previously looked-after children is Miss Murray. She can be contacted by emailing the office (office@lcp.snmat.org.uk).

Miss Murray will work with Mrs Hodge, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Our Complaint Policy can be found [here](#).

In the first instance, any complaints and concerns should be directed to the class teacher for an informal discussion. If it cannot be resolved satisfactorily, the complain progresses to Stage 1, where the complaint is referred to one of the Headteachers, who will investigate. This is done by filing a complaint using Appendix 1 of the Complaints Policy.

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Nottinghamshire local offer. Nottinghamshire publishes information about the local offer on their website [here](#).

Our local special educational needs and disabilities information, advice and support (SENDIAS) services can be found [here](#).

Local charities that offer information and support to families of children with SEN can be found [here](#).

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages