



Mareham Le Fen SEND Information Report

September 2025

1. Our SEND Vision and Values

At Mareham Le Fen CE Primary School, we are committed to providing a fully inclusive, nurturing and ambitious learning environment where all children, including those with Special Educational Needs and Disabilities (SEND), are supported to achieve their full potential. We recognise that every child is unique and that diversity is a strength within our school community.

Our SEND Information Report is based on the SEND Code of Practice (2014), the Children and Families Act 2014 and the SEND Regulations 2014. We work in close partnership with pupils, parents and carers, staff, governors and external agencies to ensure that barriers to learning are identified early and addressed effectively.

2. What Are Special Educational Needs and Disabilities (SEND)?

A child has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them. This may mean they:

- Have significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age.

SEND is grouped into four broad areas:

- Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health (SEMH)
 - Sensory and/or Physical Needs
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3. How Do We Identify Children with SEND?

Children may be identified as having SEND through a variety of ways, including:

- Ongoing teacher assessment and classroom observation
- Monitoring progress and attainment over time
- Discussion with parents or carers
- Liaison with previous settings or schools
- Advice from external professionals

If parents have concerns about their child, the first point of contact is always the class teacher. Concerns are discussed and next steps agreed. The SENDCo will be informed and, where appropriate, the child may be placed on the SEND Register at School Support level.

We follow a graduated approach using the **Assess, Plan, Do, Review** cycle to ensure provision is well matched to individual needs.

4. How Do We Support Children with SEND?

We provide support based on individual need, which may include:

- High-quality, inclusive classroom teaching (Quality First Teaching)
- Differentiated learning activities and scaffolding
- Small group or individual interventions
- Support from teaching assistants within the classroom
- Use of specialist resources, interventions or equipment
- Advice and involvement from external agencies

Targets are set collaboratively with parents, teachers, the SENDCo and, where appropriate, the child. Interventions are reviewed regularly to ensure they have a positive impact.

5. How Is the Curriculum Adapted for Children with SEND?

Teachers adapt the curriculum to meet the needs of all learners by:

- Using a range of teaching approaches and resources

- Providing visual supports and scaffolding
 - Breaking learning into smaller, manageable steps
 - Offering additional time or alternative ways to record learning
 - Focusing on developing independence, confidence and resilience
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6. How Do We Support Social, Emotional and Mental Health Needs?

We recognise the importance of children's wellbeing and provide support through:

- Positive behaviour approaches and clear routines
 - Emotional literacy and wellbeing interventions (ELSA)
 - Nurture-based support where appropriate
 - Close liaison with families
 - Access to external support services when needed
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7. How Do We Involve Parents and Carers?

We value parents and carers as key partners in their child's education. We support this partnership by:

- Holding regular meetings to discuss progress and support
- Sharing targets and strategies
- Providing opportunities to review support plans
- Being available for informal discussions

Parents are encouraged to contact the school at any time if they have concerns.

8. How Do We Involve Children in Their SEND Support?

Children are encouraged to:

- Share their views about what helps them learn

- Take part in setting and reviewing targets (where appropriate)
- Develop self-confidence and independence

Their voice is an important part of planning and reviewing SEND provision.

9. How Do We Assess and Review Progress?

Progress is monitored through:

- Regular assessment and observation
- Review meetings with parents and carers
- Tracking academic and personal development
- Evaluating the impact of interventions

Support is adapted as needed to ensure continued progress.

10. How Are Staff Supported to Work with SEND Pupils?

Our staff receive ongoing professional development in SEND and inclusive practice. Training includes areas such as:

- Precision teaching and targeted interventions
- Autism awareness and Making Sense of Autism
- Behaviour as communication and regulation strategies
- Emotional Literacy Support (ELSA)
- Team Teach and positive behaviour support
- Speech, language and communication strategies

Training needs are regularly reviewed to ensure staff are confident and skilled in meeting a wide range of needs.

11. How Do We Support Transitions?

We support children at times of transition by:

- Sharing information with new teachers or settings

- Planning additional visits or transition sessions where needed
- Working closely with parents and carers
- Liaising with external professionals

This helps ensure transitions are positive, well supported and tailored to individual needs.

12. EYFS and KS1 SEND Support

In the Early Years Foundation Stage (EYFS) and Key Stage 1, we recognise the importance of early identification and timely support. We place a strong emphasis on building secure relationships, establishing clear routines and creating a nurturing learning environment.

Support for children with SEND in EYFS and KS1 may include:

- Careful observation and assessment through play-based learning
- Use of visual supports, timetables and prompts
- Structured routines and predictable learning environments
- Small group or individual support to develop early communication, language and social skills
- Sensory-friendly approaches and calm spaces where needed
- Close partnership with parents and carers to share strategies and celebrate progress

Examples of Typical EYFS Interventions

Support is carefully matched to children's needs and may include the following examples:

Communication and Language

- Small group language sessions to develop vocabulary and listening skills
- Adult-led talk and play activities
- Use of visual communication aids, symbols and now/next boards
- Speech and language programmes recommended by specialists

Personal, Social and Emotional Development (PSED)

- Nurture-based group work
- Emotional literacy activities to support naming and managing feelings

- Use of emotion visuals, calm-down strategies and regulation tools
- Support with turn-taking, sharing and social interaction through structured play

Attention, Listening and Engagement

- Short, focused adult-led sessions
- Clear routines and visual timetables
- Chunking activities into small, manageable steps
- Use of movement or sensory breaks

Fine and Gross Motor Skills

- Fine motor activities such as dough disco, threading, cutting and mark-making
- Gross motor development through movement games and outdoor play
- Targeted exercises to develop core strength, coordination and control

Sensory Support

- Access to sensory resources such as fidget tools or weighted items (where appropriate)
- Opportunities for sensory exploration within play
- Calm spaces to support emotional regulation

Children in Reception are assessed using the Early Learning Goals. Where children are working below age-related expectations, progress is measured in small steps to ensure achievements are recognised and built upon. Interventions are reviewed regularly and adapted to ensure they are effective and supportive of each child's development.

13. Who Is Responsible for SEND in Our School?

- **SENDCo:** Mrs Richardson
- **Headteacher:** Mrs Moore
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- **SEND Governor:** Mrs Roe

The SENDCo can be contacted via the school office. Lincolnshire County Council also provides information through its [Local Offer](#).

14. How Can Complaints Be Raised?

If parents or carers have concerns about SEND provision, they are encouraged to speak to the class teacher or SENDCo in the first instance. If concerns remain, the school's complaints procedure can be followed.

15. Where Can Parents Find Further Support?

Additional information and support can be found through:

- The Local Authority SEND [Local Offer](#)
 - Independent advice and support services
 - Details are available from the school office.
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This SEND Information Report is reviewed annually and reflects current practice within the school.