

Rauceby Church of England Primary School SEND Information Report



**Igniting a passion for learning in all;
emboldening a community of high aspiration and
fulfilment.**

**'I can do all things through him who gives me
strength'. (Philippians 4.13)**

#thischildcan

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About Our School

Rauceby Church of England Primary is a mainstream school, catering for children and young people with a wide range of special educational needs, including:

- Communication and interaction needs, including children with speech, language, and communication difficulties and those who are Autistic.
- Cognition and learning needs, including children with learning difficulties and specific learning difficulties such as dyslexia, dyspraxia, and dyscalculia.
- Social, emotional, and mental health needs.
- Sensory and/or physical needs, including children with visual or hearing impairments or physical disabilities affecting their learning.

Our Approach to Teaching Children with SEND

We recognise that children are individuals and have varying needs throughout their time at our school. All staff recognise that each child has gifts, abilities and weaknesses which need to be adequately addressed by their class teacher. We believe that every child should have the opportunity to experience learning at the highest possible standard. We offer a broad and balanced curriculum and all children have the equal opportunity to take part in all activities of the school. Children with SEND will be given access to specialist SEND provision provided by the school, if necessary, taking into account the needs of the individual.

About Our SENDCo

Our Special Educational Needs and Disability Co-ordinator (SENDCo) is Mrs Laura Lambley, an experienced qualified teacher with the National Award for SEN Coordination. She collaborates closely with senior leaders to oversee the provision and monitoring of children's learning and progress throughout the school, as well as supporting families of children with special educational needs.

The SENDCo maintains a strong partnership with the Local Authority and regularly attends termly Inclusion briefing meetings to stay updated and share new initiatives.

You can contact our SENDCo through the school office:

Phone: 01529 488667

Email: sendco@rauceby.lincs.sch.uk

Our governor responsible for SEND is Tim Eccles. Our SEND policy, Equality Scheme, and Accessibility Plan can be found on our school website.

How Do We Identify and Provide Extra Help for Children and Young People with SEND?

The school uses Lincolnshire County Council's 'Guidance for Special Educational Needs (SEN) Support' to assess potential barriers to learning and plan reasonable adjustments before delivering appropriate provision and reviewing progress.

This guidance details:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs.
- Ways to adapt our school environment to meet each child's needs.
- How we review progress, agree outcomes, and involve you and your child in this process.

This guidance is available on the SEND page on our website.

How Do We Work with Parents and Children/Young People?

The partnership between school and home is paramount at Rauceby. We always contact parents if we have concerns that a child or young person may have a special educational need, and no child is added to the school's Special Educational Needs Register without parental consent.

We collaborate closely with children with SEND, and their parents, to agree on outcomes and devise plans to achieve these, followed by progress reviews.

This communication occurs in various ways:

- Each child on the SEND Register has an Individual Education Plan (IEP) central to the assess, plan, do, and review process.
- Learning Plans incorporate the voice of the child and their family, detailing barriers to learning, positive interventions/strategies in place, and outcomes to support learning.
- Learning Plans are reviewed three times a year—during parents' evenings and at the end of the summer term.
- Parents are always welcome to speak to class teachers and may contact them directly, via the school office, or by email.
- Appointments can be made to see the SENDCo by emailing directly, contacting the school office or through your child's class teacher.

We also provide opportunities for parents and children to contribute to our Equality Policy through pupil voice activities and through consultation with parents and governors when the policy is reviewed.

Adapting the Curriculum

We offer a broad and balanced curriculum for all children and young people, including those with SEND. Further information about our exciting and engaging curriculum is available on our school website.

Teachers are responsible for the progress of all learners in their classroom, and lessons are meticulously differentiated to ensure success and progress for everyone.

We are committed to fostering independent learning and a growth mindset with an 'I can' attitude. This is in line with our overall school vision and our church vision statement 'I can do all things through him who gives me strength.' Various resources are employed throughout classrooms to support learning and encourage independence.

All children in the school have opportunities to engage in learning challenges, collaborating with other primary and secondary schools on activities such as maths challenges, writing workshops, and sports events. All children are encouraged to participate in extra-curricular clubs during lunchtime and after school.

We also implement numerous, evidence based intervention programmes that provide additional support alongside quality first teaching to enhance children's learning. These interventions are typically delivered by trained teaching assistants or teachers and are monitored by the SENDCo. Interventions may target specific subject areas such as comprehension, reading, or numerical skills, while others support the development of communication and social skills, or physical and sensory needs. Interventions cover the four areas of need and include – but are not limited to – the following:

Communication and Interaction

- Language for Thinking: A targeted communication and interaction intervention for children with delayed language development.
- NELI: An early language development programme
- Memory Magic: supporting visual and auditory memory
- Comic Strip
- Socially Speaking
- Indentiplay
- Why? Booklet SALT
- First Call

Cognition and Learning

- **Read Write Inc:** A phonics-based reading intervention focusing on developing accurate decoding and reading fluency.

- **International Dyslexia Learning Literacy Programme (IDL):** A computer based multi-sensory system which supports [learners with dyslexia](#), and other learning difficulties, to increase their reading and spelling ages.
- **Toe by Toe:** A structured reading intervention for those with dyslexic tendencies who have decoding difficulties.
- **Plus 1:** Teaching foundational number skills and enhancing mental calculation skills through repetitive practice.
- **Power of 2:** Teaching essential mental maths in the curriculum and encouraging mental calculation skills through practice.
- Precision Teach
- Paired Reading
- Morph Mastery
- Trugs
- Alphabet Arc
- Sound Linkage
- Pre teaching
- Snip Spelling
- IXL
- Dictation/hold a sentence
- Sound Linkage
- Letter reversal intervention

Social, Emotional and Mental Health Difficulties

- **Drawing and Talking:** A person-centred 1:1 intervention which allows children to discover and communicate emotions through a non-directed approach.
- **Therabuild:** A therapeutic approach for building confidence, raising self-esteem and encouraging purposeful conversation. Therabuild aims to improve social skills, build resilience, nurture positive relationships and promote good mental health, through shared construction experiences.
- ELSA
- Feelings Casefiles
- Introception Toolkit
- Zones of Regulation
- All About Me
- Referral to Mental Health to Support Team for in school Cognitive Behavioural Therapy

Sensory and/or Physical Needs

First Move



Fizzy Programme

Sensory Circuits

Write from the Start

Speed Up

Body Mapping

These interventions are designed to help close the attainment gap for pupils. Interventions are closely monitored alongside data to ensure effective support. Most interventions last for six to twelve weeks, during which a positive impact is expected.

What Expertise Can We Offer?

Specialist support through the Hive:

The Hive is a small, nurture classroom run by our SENDCO and Emotional Literacy Support Assistant (ELSA), designed to support children with EHCP's (Education and Health and Care Plans) who are working on a personalised timetable, or those who find classroom settings challenging. The Hive is further supported by a team of highly skilled teaching assistants dedicated to supporting pupils with SEND and delivering interventions across the school. All programmes are tailored to meet individual needs and promote emotional regulation, communication skills, resilience, and a sense of belonging.

Pastoral Team

- **SENDCo:** Mrs Laura Lambley
- **Mental Health/Pastoral Lead:** Mrs Lindsey Tuck/Ms Lisa McClintock

Staff training is linked to the needs of the children, ensuring that provision and support remain appropriate and effective. Training needs are reviewed as part of the Continuous Professional Development (CPD) process in school and may include attendance at external courses or in-house training led by the SENDCO or other specialists.

We also have access to a variety of specialist support services, including:

- Educational Psychology Service
- Working Together Team (WTT)
- ASKSALL SEND advice and support service

- The Specialist Teaching Team (STT)
- Dyslexia outreach Team
- Behavioural Outreach Services Support (BOSS)
- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health for Schools Team
- Early Intervention Children's Social Care

Information about these services and their offerings can be found on the school website

We always discuss the involvement of specialist SEND services with parents beforehand. With the family's consent, we also collaborate with other services and organisations involved with a family.

How Do We Know if SEND Provision is Effective?

The progress of all children and young people is tracked throughout the school via our assessment process, monitored closely by the Senior Leadership Team, who reports to the governing body. This is also analysed during pupil progress meetings with Class Teachers and the Headteacher. The SENDCo liaises with Class Teachers to implement interventions that support specific difficulties and consolidate knowledge and understanding, with this provision being tracked by the SENDCo and year group leaders.

Information regarding how the governing body evaluates the success of the education provided for pupils with SEND is contained in the Governors' Annual SEND report.

How Are Children and Young People with SEND Supported to Access Activities Outside the Classroom?

All children and young people are included in activities and trips, including residential, following risk assessments where necessary and in compliance with obligations under the Equalities Act 2010. We engage with parents and young people during the planning of trips to ensure that necessary support is arranged for specific needs.

What Do We Do to Support the Wellbeing of Children/Young People with SEND?

All children have the opportunity to express their views through their school council representatives and through class Well-Being Champions. We listen to children with SEND by providing opportunities to participate in these groups. Children are encouraged to communicate any issues to their class teacher or a trusted adult within the school community.

Children on the SEND register will have opportunities to contribute to their learning plans three times a year when they are reviewed by class teachers in partnership with parents or carers.

Pupil voice is also gained through assessment on the Stirling Well Being Scale where appropriate or other formative or summative surveys to assess well-being and self-worth.

Joining the School and Moving On

We encourage all new children to visit the school before starting, allowing them to familiarise themselves with the environment and enabling us to plan support effectively. We strive to ensure a smooth transition for your child between school settings through information sharing, meetings, and visits. Please contact the SENDCo directly if you feel your child would benefit from additional support.

We prepare young people for transitions into the next stage of their education or training through close collaboration with feeder schools, additional transition visits for vulnerable pupils, and clear communication with the SENDCo of the receiving school.

Who to Contact?

If you have concerns about your child, we encourage parents to first speak to the Class Teacher.

For feedback regarding SEND provision, please communicate with the SENDCo initially. We aim to respond to all feedback promptly and in line with our Communication Policy.

If you wish to learn more about opportunities for children and young people with SEN and their families, support groups, or available information about SEN, Lincolnshire's Local Offer contains a wealth of information for parents. Click here to view:

[SEND Local Offer – Lincolnshire County Council](#)

www.lincolnshire.gov.uk/send-local-offer