

SEND INFORMATION REPORT 2026-27





Our approach to Inclusion

At Osbournby, we believe every child deserves the opportunity to thrive academically, socially, and emotionally. Our school values of honesty, kindness, aspiration and resilience are at the heart of everything we do. These values guide our relationships, our teaching, and our commitment to creating a nurturing and inclusive environment.

We believe that children with SEND should be able to access an ambitious, inclusive education alongside their peers. We use high-quality teaching, reasonable adjustments and a graduated approach to identify and respond to individual needs.

Admissions

If you are considering if Osbournby is the right place for your child, and they have already been identified as having SEND, or you are worried that your child might have SEND, we would welcome you to visit the school to discuss your child's needs. Our admissions policy can be found [here](#).

What is this report?

This report explains how we identify, support and work with children and families who have Special Educational Needs and/or Disabilities.

Who is it for?

This report is for prospective, new and current parents/carers.

How to contact the SENCO:

SEND@osbournby-cit.co.uk
01529 455375



Lincolnshire Local Offer

Lincolnshire's SEND Local Offer is an online information service that explains what support and services are available in your local area for children and young people with Special Educational Needs and Disabilities (SEND), and their families.

Click [here](#) or the logo on the right to access the Local Offer.

RESPONSIBILITY

The Headteacher, **Mrs H Bide** has overall responsibility for SEND provision, ensuring statutory duties are met and the school's Special Educational Needs policy is implemented.

Miss B Mason is the SENCO (Special Educational Needs and Disabilities Coordinator) who leads the day to day SEND provision, coordinates support, liaises with staff, parents and external agencies.

Class teachers are responsible and accountable for the progress and development of all pupils, including those who access support from teaching assistants and specialist teachers.

WHAT TRAINING AND EXPERIENCE DO STAFF HAVE?

All staff in school (teachers and support staff) have been trained and are regularly updated on:

- Safeguarding
- PREVENT
- First aid
- Keeping Children Safe in Education (KCSIE)
- Online safety

All teachers have Qualified Teacher Status and receive regular whole school training on inclusive practices. Specifically in the 2025-26 academic year, all teachers and support staff completed a 2-day training course on *adaptive teaching*. Our teachers and teaching assistants are skilled in supporting children across a broad spectrum of abilities and needs. Where staff are working with children with specific needs, specialist training is accessed by outside agencies.

Our SENCO, Miss Mason, attends regular training and networks. She has completed the National Qualification for the Coordination of Special Educational Needs.

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

In line with the SEND Code of Practice (2015), a pupil is identified as having Special Educational Needs (SEN) when they require provision that is additional to or different from the high-quality teaching and ordinarily available provision provided for all pupils of the same age.

Pupils are placed on the SEND Register at Osbournby when they need provision that is additional to or different from the ordinarily available provision offered to all children. Many children with diagnoses such as Autism or ADHD have their needs met successfully through reasonable adjustments and may not require targeted SEN support. We carefully assess each child's individual needs and the support they require in school. Our focus is always on identifying and meeting need, rather than on diagnosis alone.

If after a period of monitoring your child is identified as having a Special Educational Need, and it is felt that they would benefit from a higher level of targeted support, they will be placed on the SEND register. At this point, an Individual Education Plan (IEP) will be written. We follow a four-step cycle to ensure every child with SEND receives the right support. This is called the Graduated Approach, and it helps us plan, deliver, and review support effectively: Assess, Plan, Do, Review

ASSESS

We carefully observe and assess your child's needs. This may include:

- Teacher observations
 - Input from parents
 - Specialist assessments (if needed)
- This helps us understand what support will be most helpful.

PLAN

We work with you to plan:

- Clear outcomes for your child
- Strategies and resources to help them
- Who will be involved and how often support will happen

DO

We put the plan into action. This might involve:

- Targeted teaching strategies
- Support from teaching assistants
- Specialist interventions

Teachers remain responsible for your child's progress.

REVIEW

We regularly check how well the support is working. This includes:

- Reviewing progress toward outcomes
- Making changes if needed
- Meeting with you to discuss next steps

This cycle helps us adapt and improve support as your child grows and develops.

HOW WE SUPPORT PUPILS WITH SEND



At Osbournby, provision is organised into three levels:

Ordinarily Available Provision (OAP): Inclusive quality first teaching, adaptive teaching strategies, classroom support available to all.

Targeted Support: Additional interventions and support for pupils who require provision beyond that ordinarily available.

Specialist Support: Individualised provision informed by specialist professionals and external agencies for pupils with more complex or persistent needs.

Provision is reviewed regularly through the Assess - Plan - Do - Review cycle and is tailored to the needs of individual pupils across the four areas of SEND.



COMMUNICATION AND INTERACTION



If your child has difficulties with Communication and Interaction we may provide:

Type of support	Examples
Ordinarily Available Provision	• High-quality adaptive teaching • Visual timetables and visual prompts • Clear classroom routines and consistent expectations • Simplified language and chunked instructions • Additional processing time • Use of modelling and demonstration • Opportunities for partner talk and structured discussion • Communication-friendly classroom environments • Use of now/next boards where appropriate
Targeted Support	• Explicit teaching of social communication • Social skills groups • Social stories and comic strip conversations • Individual communication targets monitored through an Individual Education Plan • Shaff check-ins • Interventions: WELLCOMM, Lego Therapy, Language for Thinking
Specialist Support	• Speech and Language Therapy (NHS) support • Individualised communication programme • Specialist communication boards, systems or device • Specialist outreach involvement from the Working Together Team • Training and consultation from external professionals

COGNITION AND LEARNING



If your child has difficulties with Cognition and Learning we may provide:

Type of support	Examples
Ordinarily Available Provision	• Scaffolding and chunking of tasks • Worked examples and modelling • Retrieval practice and overlearning opportunities • Visual supports and manipulatives • Differentiated resources • Alternative ways to record learning
Targeted Support	• Pre teaching of vocabulary/concepts • Overlearning sessions • Short term catch up programmes • Additional phonics intervention and reading fluency groups • Precision teaching intervention for spelling/reading • Times Table recall intervention
Specialist Support	• Specialist Teaching Team referral and support • Educational Psychologist advice and recommendations • Personalised intervention programmes • Assistive technology recommended by specialists • Individualised curriculum adaptations • Specialist assessment and monitoring

SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH)



If your child has Social, Emotional and/or Mental Health needs we may provide:

Type of support	Examples
Ordinarily Available Provision	• Positive behaviour approaches • Clear routines and expectations • Emotion coaching approaches • Trusted adult relationships • Calm spaces available inside and outside of school (The Nest, Library and James' Garden) • Regular check ins and pastoral support • Opportunities to develop resilience and self-regulation
Targeted Support	• Support from Thrive trained practitioners (1:1 or group interventions) • Drawing and Talking intervention • Behaviour support plans • Targeted attendance support • Reintegration support following absence
Specialist Support	• Behaviour Outreach Support Service (BOSS) • Mental Health Support Team • Therapeutic interventions recommended by professionals • Specialist provision or enhanced packages of support as recommended by external agencies • Early Help and Team Around the Child meetings

SENSORY AND PHYSICAL



If your child has Sensory and/or Physical needs, we may provide:

Type of support	Examples
Ordinarily Available Provision	• Flexible seating arrangements • Appropriate classroom positioning • Access to writing aids • Movement/sensory breaks • Reduced sensory distractions where needed • Accessibility considered across the school environment • Teacher awareness of sensory needs • Inclusive PE and enrichment opportunities
Targeted Support	• Sensory circuits • Fine motor skills support • Increased access to movement breaks • Adapted resources and equipment (as recommended) • Individual Sensory Profile • Additional support to develop independence skills
Specialist Support	• Physiotherapy support (NHS - referral required) • Occupational Therapy involvement (NHS - referral required) • Specialist Education Support Team for pupils with visual and auditory impairments • Personal care and intimate care plans • Moving and handling plans • Environmental adaptations • Specialist training for staff • Specialist outreach involvement from the Working Together Team and/or St Francis School

WORKING TOGETHER FOR YOUR CHILD



We believe that children achieve their best when families and school work together. Parents and carers know their child best, and their views are an important part of planning and reviewing support. We are committed to building positive relationships with families and ensuring that parents are fully involved in decisions about their child's education and wellbeing.

Regular Communication

We communicate with parents in a variety of ways, including:

- Conversations with class teachers
- Parents' evenings
- Review meetings for support plans and Educational Healthcare Plans
- Meetings with the SENCO. Each half term the SENCO holds a drop in afternoon which is open to all parents and carers

Review Meetings

Children receiving SEND support are regularly monitored through the Assess, Plan, Do, Review cycle.

Review meetings provide an opportunity to:

- Celebrate strengths and successes
- Discuss progress towards agreed outcomes
- Review the impact of support and interventions
- Identify any emerging needs
- Plan next steps together

Individual Education Plans (IEPs)

Meetings will be held at the start of Autumn Term (September), Spring Term (January) and Summer Term (May). These are additional to parents evenings.

Educational Health Care Plans (EHCPs)

EHCPs are reviewed annually which is a legal requirement under the Children and Families Act 2014 and the SEND Regulations 2014. It ensures that the support in the plan continues to meet your child's needs and that they are making progress towards their agreed outcomes. Throughout the school year there will be two additional meetings with your child's class teacher to discuss and review small step targets towards the EHCP outcomes.



VALUING EVERY CHILD'S VOICE



At Osbournby, we recognise that every child has their own strengths, interests, views and goals, and we are committed to ensuring that their voice is heard.

We aim to:

- Listen carefully to pupils' views
- Respect their thoughts and feelings
- Involve them in setting targets and outcomes
- Support them to develop confidence and independence
- Help them understand and advocate for their own needs

Pupil Involvement in Reviews

Children are encouraged to contribute to SEND review meetings in ways that are appropriate to their age and stage of development.

This may include:

- Sharing what is going well in school
- Discussing any challenges they are experiencing
- Reflecting on their progress and achievements
- Helping to identify next steps and future goals
- Sharing what support they feel helps them most

Pupil Questionnaires and Feedback

We regularly seek feedback from pupils about their experiences in school.

This may include:

- Informal conversations with staff
- Pupil questionnaires and surveys
- Reflection activities during review meetings
- Discussions about learning, wellbeing and school life

We use this feedback to help evaluate and improve the support we provide.

Celebrating Strengths and Aspirations

We believe that SEND support should focus not only on areas of need but also on each child's unique strengths, talents and ambitions. This helps us to provide support that is meaningful, motivating and personalised.



ACCESSIBILITY FOR ALL



We are committed to ensuring that every child can fully participate in school life and achieve their potential. In line with the Equality Act 2010, we work to remove barriers to learning and participation and make reasonable adjustments to support pupils with additional needs and disabilities. We believe that all children should have equal opportunities to learn, develop friendships and take part in the wider life of the school.

Accessibility

Our Accessibility Policy sets out how we provide access to education for pupils with disabilities. This includes:

- Access to the curriculum
- Access to the physical environment
- Access to information for pupils and families

The Accessibility Policy is reviewed every three years and is available on our website by clicking [here](#). In addition, the school has a Disability and Equality Action Plan which can be requested by contacting the school directly.

Physical Accessibility

We aim to provide a safe and welcoming environment for all pupils, parents, carers and visitors.

This may include:

- Accessible entrances and facilities
- Consideration of classroom layouts and seating arrangements
- Adaptations to support mobility and independence
- Risk assessments where appropriate
- Individual plans to support access to specific areas of school

Adapted Resources and Equipment

Where appropriate, we provide adapted resources and equipment to support learning and participation.

Examples may include:

- Enlarged or modified learning materials
- Visual timetables and visual supports
- Writing aids and specialist stationery
- Practical and sensory resources
- Assistive technology recommended by specialist professionals



SUPPORTING TRANSITIONS



Starting at Osbournby

We work closely with families, nurseries and pre-school settings to ensure a smooth start to school. This may include:

- Visits to the school environment
- Meetings with parents and carers
- Information sharing with previous settings
- Opportunities for children to meet key adults
- Additional transition visits where appropriate
- Individual transition plans for pupils with SEND

By gathering information early, we can ensure that appropriate support is in place from the start.

Moving Year Groups and Classes

We recognise that moving to a new class and teacher can be a significant change for some pupils. To support this transition, we may provide:

- Transition sessions with new teachers
- Opportunities to visit new classrooms
- Transition booklets or social stories
- Additional opportunities to meet familiar adults
- Information sharing between staff
- Individual transition plans where needed

Transition to Secondary School

We work closely with local secondary schools to ensure pupils are well prepared for the next stage of their education.

Support may include:

- Additional visits to the secondary school
- Meetings involving parents/carers, pupils and staff
- Transition social stories, booklets and/or photographs
- Sharing of SEND records and support plans
- Visits from secondary school staff

Additional Support for SEND Pupils

Some pupils may require enhanced transition arrangements. These are planned on an individual basis. Parents and carers play an important role in successful transitions. We work closely with families to understand any concerns and to ensure that appropriate support is put in place.



WHAT SHOULD I DO IF I THINK MY CHILD HAS A SPECIAL EDUCATIONAL NEED OR DISABILITY?

If you have any concerns about your child's needs, please contact their class teacher. It's beneficial to identify a child's needs early so please make contact with us.

If your child's class teacher has concerns about their progress or needs, they will contact you to discuss this.

Your child may express concerns about their progress or needs and these views will need to be shared with parents/carers.

MEDICAL NEEDS

At Osbournby Primary, we are committed to ensuring that pupils with medical conditions are fully supported so they can access education, participate in school life, and achieve their potential.

Our approach includes:

- Developing Individual Care Plans (ICPs)
- Ensuring staff are trained and confident in managing specific medical needs
- Making reasonable adjustments to the curriculum, environment and activities to ensure inclusion.
- Maintaining clear procedures for emergency situations ensuring all relevant staff are aware of pupils' needs.
- The Headteacher oversees the implementation of medical support policies and ensures staff are appropriately trained.

We follow the statutory guidance outlined in Supporting Pupils at School with Medical Conditions (DfE), and ensure our policies are regularly reviewed and accessible to families.

SHARING CONCERNS AND SEEKING SUPPORT

We are committed to listening carefully, sharing information openly, and working collaboratively to ensure that every child receives the support they need to thrive.

We encourage parents and carers to contact us whenever they have questions, concerns or would like to discuss their child's needs. Most concerns can be resolved quickly through open communication and by working together to find solutions.

If you have a concern about SEND provision

If you are unhappy with any aspect of your child's SEND provision, we encourage you to follow the steps below:

1. Speak to your child's class teacher

The class teacher is usually the best first point of contact, as they work with your child on a daily basis and can discuss any concerns you may have.

2. Contact the SENCO

If you feel that further discussion is needed, or if the concern relates specifically to SEND support, you can arrange to speak with Miss Mason, our Special Educational Needs Coordinator (SENCO).

3. Speak to the Headteacher

If your concern remains unresolved, you may wish to discuss the matter with the Headteacher, who will work with you to review the situation and explore possible next steps.

4. Follow the School's Formal Complaints Procedure

We hope that concerns can be resolved through discussion and partnership. However, if you remain dissatisfied after following the steps above, you may make a formal complaint by following the school's Complaints Policy, which can be found [here](#).

We value feedback from parents and carers and see it as an important part of continually improving our provision for children and young people with SEND.

MORE INFORMATION AND SUPPORT

Need more information or support?

Click the image below to visit our Osbournby Padlet, where you'll find a range of helpful resources including:

- Printable resources for home (e.g visuals, developmental guides)
- Articles, books and podcasts
- Websites and details of agencies

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Still need more information?

Please contact:

Your child's class teacher

SENCO - Miss B Mason

Headteacher - Mrs H Bide

