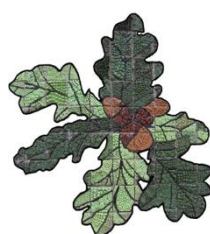


Denton and Harlaxton CE Primary Schools



Special Educational Needs and Disabilities Information Report and School Offer



Updated September 2026

Our schools

Our Schools and Inclusive Ethos

Denton and Harlaxton are two small village schools that federated in 2011. Both schools are located on the outskirts of Grantham, a small market town. Together, we are committed to developing the whole child by developing the whole community. As inclusive Church of England schools, we promote positive, consistent expectations that enable every member of our school community to flourish. We strive for excellence while recognising and celebrating the unique value, strengths and contribution of every individual. We believe that every child should feel valued, included and supported to achieve their potential and become an agent of positive change within their school and wider community.



The School Vision

This easy to remember statement sums up our vision for our children within our community. With God, together we can...



Learn
Encourage
Aspire
Respect
Nurture

Our full vision is:

With God, Together we can Learn, Encourage, Aspire, Respect and Nurture

And the child grew strong; he was filled with wisdom, and the grace of God was on him.

Luke 2:40



We believe in a collaborative approach, developing the whole child by developing the whole community together. As inclusive Church of England schools, we use positive and consistent expectations to help all members of our community to flourish. We strive for excellence in all that we do, recognising and celebrating the value of every individual within our school community. We seek to empower everyone to make a positive contribution and become agents of positive change in the world.

The SEND Code of Practice



The Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years provides statutory guidance on the SEND system for children and young people aged 0 to 25 in England. The Code of Practice sets out how schools, local authorities, health services and other organisations should work together to identify, assess and support children and young people with special educational needs and/or disabilities. It promotes a person-centred and collaborative approach, giving children, young people and their parents/carers greater involvement in decisions about their

education and support. The Code of Practice supports schools to identify children's needs at an early stage, provide appropriate support through the graduated approach, and work in partnership with families and other professionals to help children make progress and achieve their potential. You can read the SEND Code of Practice: 0 to 25 years in full by following [this link](#).

Our SEND Team

Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) is responsible for coordinating the provision for children with SEND across the federation, in line with our Inclusion Policy, which can be found on the school website. SEND provision is led by a team across both Harlaxton and Denton schools.

Mrs Harper – SENDCo

Mrs Harper has completed the National Award for Special Educational Needs Co-ordination (NASENCo) and has many years of experience working in SEND. She works closely with children, families, staff and external professionals to identify needs, coordinate appropriate support and monitor the impact of SEND provision.

Mrs Mackey – Assistant SENDCo and Wellbeing Lead

Mrs Mackey supports Mrs Harper in coordinating SEND provision across the federation, while also leading on wellbeing. She has completed a range of additional training, including Mental Health First Aid and Leading a Mentally Healthy School, supporting our whole-school approach to children's emotional health and wellbeing.

Mrs Whitworth – Learning Mentor and Deputy Designated Safeguarding Lead

Mrs Whitworth is one of our Deputy Designated Safeguarding Leads (DDSLs) and is a trained Learning Mentor. She supports children and families through Emotional Literacy Support Assistant (ELSA) approaches and can support families with Early Help Assessments (EHA) and Team Around the Family (TAF) processes. She works closely with families, school staff and other professionals to ensure that appropriate support is coordinated around the child and family.



Mrs. Rachel Harper
SENDCo



Mrs. Janet Mackey
Assistant SENDCo



Mrs. Siobhan Whitworth
Learning Mentor and TAF Lead

You can contact the SEND team via:

Email: sendco@gracefederation.co.uk Tel: Denton: 01476 870649 Harlaxton 01476 561077

Lincolnshire SEND Local Offer

SEND Local Offer

Lincolnshire SEND Local Offer can be found [here](#)

The Lincolnshire SEND Local Offer provides information about the education, health, social care and wider support available to children and young people with special educational needs and/or disabilities (SEND), and their families. Our school SEND Information Report forms part of the Lincolnshire SEND Local Offer and explains how we identify, assess and support children with SEND within our schools. Some families within our federation may access services, including their GP or other healthcare professionals, in a neighbouring local authority. Families can also access information through the Local Offer for their relevant area for support and services, including their GP or other healthcare professional.



Families who live in or access services in neighbouring counties may also find the following Local Offers useful:

- Nottinghamshire SEND Local Offer – [Follow this link for further details](#)
- Leicestershire SEND Local Offer – [Follow this link for further details](#)

Our School Offer

We believe that: every child has an entitlement to personal, social and academic development and must be given the opportunity to achieve their potential in learning. The federation's Inclusion Policy can be found on the school website. This outlines our schools strive to improve the learning and raise the achievement of pupils with Special Educational Needs and Disabilities.



Our School Offer outlines the nature and management of Special Educational Needs and Disabilities at Denton and Harlaxton CE Primary Schools and reflects the consensus of the whole teaching staff across the federation. It has been discussed by staff and approved by the Governing Body. The implementation of this offer is the responsibility of the Head Teacher and all teaching and classroom support staff.

Within this document, we hope to offer you, the parents/carers, a guide to what information and support you can access in our schools, however if you fail to find what you are looking for, please do not hesitate to contact either school for further information and/or advice.

How We Identify and Assess SEND?

At Denton and Harlaxton CE Schools, we use a range of assessment information, including termly assessments, ongoing teacher assessment and professional judgement, to monitor the attainment and progress of all our learners. We look at each child's progress in relation to their starting points, individual needs and potential, rather than relying solely on comparisons with other children. Concerns about a child not making expected progress or experiencing barriers to learning are discussed through our termly pupil progress meetings, or sooner where concerns arise. Where a concern is identified, the class teacher will discuss this with the child and their parents/carers. The school will consider the child's strengths and needs and, where appropriate, put additional support, adaptations, interventions or targeted provision in place. The impact of this support is monitored and reviewed regularly. We involve parents/carers and, where appropriate, the child in discussions about their progress, what they find difficult and what helps them to learn successfully. The child's views and experiences are an important part of this process. Where a child continues to experience difficulties, or where concerns indicate that they may have an additional or different need, the class teacher will work with the SENDCo and parents/carers to consider the next steps.



This may include:

- further assessment or observation;
- discussion with the child, parents/carers and relevant staff;
- reviewing the support and adaptations already in place;
- gathering information from other professionals where appropriate; and
- considering whether the child may require SEND Support as part of the graduated approach.



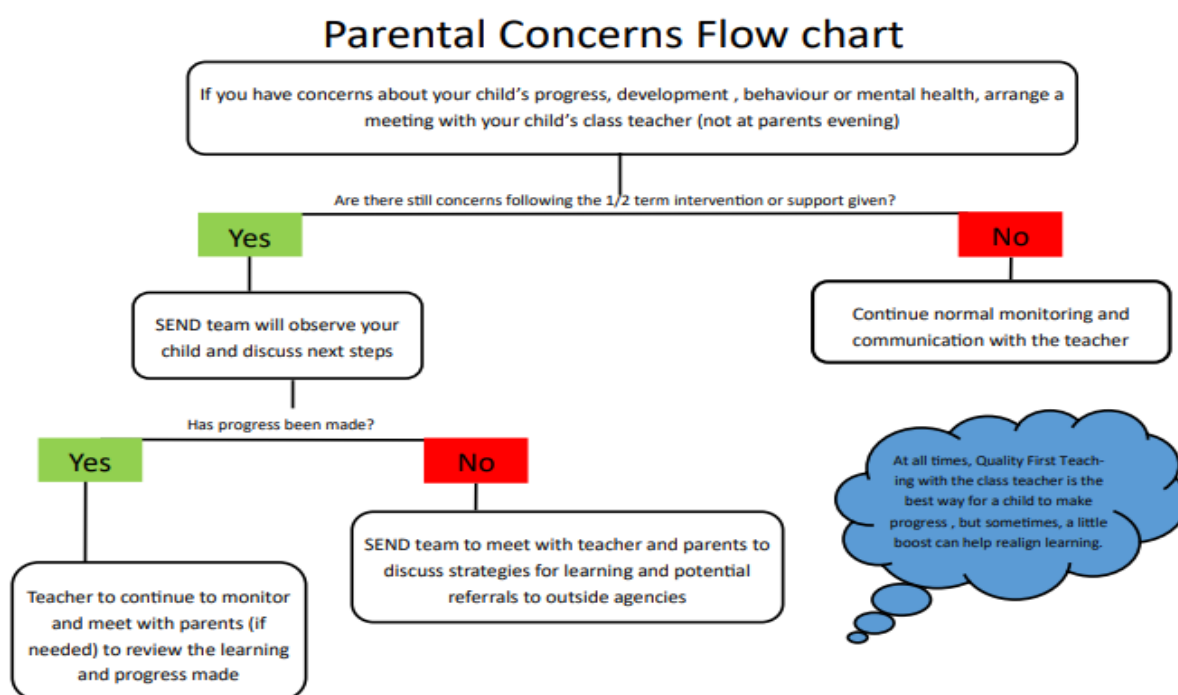
Where SEND Support is appropriate, we follow the Assess, Plan, Do, Review cycle. This support is reviewed regularly to ensure that it is appropriate to the child's needs and is having a positive impact on their access to learning and progress. We recognise that children may have SEND even where their attainment is within or above age-related expectations. Identification of SEND is based on a child's individual needs and whether they require special educational provision, rather than solely on their academic attainment or rate of progress. Where a child is identified as requiring SEND Support, an Individual Support Plan (ISP) will be used to record their targets, strategies and provision, and to monitor and review their progress. These will be shared with parents/carers termly to understand what additional support their child is receiving in school.

Where a child would benefit from additional catch-up or booster support, this will be identified through assessment and monitored to ensure it is having a positive impact.

Working in Partnership with Parents

We work in partnership with parents and carers through open, clear and honest communication. We encourage parents and carers to speak to us about any concerns regarding their child's development, learning or progress. In the first instance, please contact your child's class teacher, who will listen to your concerns and review your child's learning, progress and engagement. Together, we will consider what support may be helpful. Where appropriate, the class teacher may involve the SEND Team. Further assessment may be undertaken to better understand the child's needs, and appropriate strategies, interventions or reasonable adjustments may be put in place and monitored. Progress and successes will be reviewed with parents and carers, with next steps agreed together where further support or advice is required.

Please see the flow chart below for an overview of this process. If you would like to contact the SEND Team directly, please email sendco@gracefederation.co.uk.



How do I know if my child has SEND?

You may notice that your child is not progressing or developing in the same way as their siblings or peers. You may notice differences that are consistent and persistent, and which raise concerns about their learning, development or wellbeing. If you or your child's teacher have concerns, these will be discussed with you. School will consider your child's strengths and needs, monitor their progress and, where appropriate, put additional support or targeted interventions in place. This forms part of the graduated approach to supporting children with SEND. If a child continues to experience difficulties despite appropriate support, the class teacher and SEND team may work with the child and their parents/carers to identify whether they have a special educational need and what additional provision may be required.

Under the SEND Code of Practice, a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age may have SEND if they:

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

A child may require additional or different provision because they experience difficulties with areas such as:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health; or
- Sensory and/or Physical needs.

For example, a child may experience persistent difficulties with listening and attention, working memory, communication, concentration, learning or accessing the curriculum. These difficulties do not automatically mean that a child has SEND. The school will consider the nature, severity and persistence of the difficulty, its impact on the child's access to learning, and whether they require provision that is additional to or different from that normally available to children of the same age. Identification of SEND does not necessarily mean that a child has a diagnosis. Equally, a child may have a disability or medical condition without having SEND. Where a child does have SEND, the school will work in partnership with parents/carers and the child to identify appropriate support and review its impact.

(Based on the SEND Code of Practice: 0 to 25 years and the Children and Families Act 2014.)

Medical Needs, Disability and Allergy Safety



Children with health or medical conditions, and some disabilities, may not require additional support with their learning. Therefore, not all children with a medical condition or disability will have SEND. If your child has a specific medical condition, disability or healthcare need, please contact the school office so that our records can be updated, and the appropriate staff can be informed. Where appropriate, an Individual Healthcare Plan (IHCP) may be developed in partnership with parents/carers. This will provide staff with information about the child's condition, their individual needs and the support or actions required in school. Examples of medical conditions may include epilepsy, asthma, diabetes or anaphylaxis.

If your child requires medication to be administered during the school day, please contact the school office and complete the appropriate medication administration form. Medicines will be stored securely and administered in accordance with the school's medication policy and the child's individual healthcare requirements. Where necessary, staff will receive appropriate information, guidance and training to ensure they can safely support children with specific medical conditions.

Allergy Safety

Our school is committed to ensuring that children with allergies are safe, included and supported throughout the school day.

From September 2026, schools in England must have regard to the Department for Education's statutory guidance, *Allergy safety in schools*. Our school has an Allergy Safety Policy which sets out how we manage allergies, including the needs of pupils at risk of anaphylaxis. The Allergy Safety Policy is published on the school website. Statutory Guidance can be found [here](#).

Our school has arrangements in place to support allergy safety, including:

- a published Allergy Safety Policy;
- allergy safety and awareness training for school staff;
- identifying pupils who require an Individual Healthcare Plan (IHCP) to manage their allergy;
- ensuring appropriate emergency arrangements are in place for pupils at risk of anaphylaxis;
- access to emergency adrenaline auto-injectors where appropriate;
- ensuring allergy information is shared with relevant staff and those responsible for activities, trips and visits;
- appropriate arrangements for food, school events and activities;
- working in partnership with parents/carers and relevant healthcare professionals.

Parents/carers should inform the school as soon as possible if their child has a diagnosed allergy or if there are any changes to their child's medical needs. Parents/carers will be asked to provide appropriate medical information and, where required, support the development and review of an Individual Healthcare Plan.

Social, Emotional and Mental Health (SEMH) and wellbeing

Children's emotional wellbeing and mental health can have an impact on their ability to access learning and enjoy school. Children may experience difficulties with their emotional wellbeing at different points in childhood, including anxiety, low self-esteem, difficulties with self-regulation, friendships, managing emotions, bereavement or significant changes in their lives. We recognise that children may need different levels of support at different times. Our approach is both proactive and responsive, with a focus on promoting positive mental health, emotional literacy, resilience and a sense of belonging, as well as providing additional support when children experience difficulties.



We are proud of the range of pastoral and wellbeing support available across Denton and Harlaxton CE Schools. Staff have received training in Emotional Literacy Support Assistant (ELSA) approaches and can provide targeted individual or small-group support where appropriate. We also use a range of evidence-informed approaches and interventions, including Lego-based therapy and Feelings Detectives, according to individual need. We use children's literature to help develop emotional vocabulary and encourage children to recognise, understand and talk about their feelings. Resources include *Ruby's Worry*, *The Invisible String* and *The Colour Monster*. We encourage children to share their thoughts, feelings and experiences and to develop confidence in using their voice. Opportunities to develop emotional wellbeing are incorporated into Collective Worship, Personal, Social, Health and Economic Education (PSHE) and everyday classroom practice.

We have implemented the MindUP™ programme alongside our PSHE curriculum and during Collective Worship. The programme helps children to understand how their brains work and how this can influence their emotions, behaviour and ability to regulate themselves. Children take part in Daily Core Practice at regular intervals throughout the school day. Mindfulness activities are also incorporated to help children develop strategies to manage their emotions, regulate their responses and support their overall emotional wellbeing.

Where appropriate, we work with external services to provide additional advice, guidance and support. These include Healthy Minds Lincolnshire and Here4You, which provide support and resources for children and young people, alongside guidance, training and resources for families and professionals.

For further information and support:

- ELSA Support – information about Emotional Literacy Support Assistants and resources for schools and families.
- Healthy Minds Lincolnshire – support and resources for children and young people experiencing emotional or mental health difficulties.
- Here4You – support for young people in Lincolnshire, including self-referral routes.

What if my child has Social, Emotional and Mental Health difficulties?

Social, Emotional and Mental Health (SEMH) needs are a type of SEND where a child may experience difficulties with their emotional wellbeing, self-regulation, behaviour or relationships. Children with SEMH needs may find it difficult to manage their emotions and responses to different situations. This can sometimes affect their ability to build and maintain positive relationships with peers and adults, engage with learning or manage the demands of the classroom. We recognise that every child is different and that SEMH needs can present in different ways. We work closely with children and their families to understand their individual needs and identify appropriate strategies and support. This may include reasonable adjustments, support with emotional regulation, targeted interventions and opportunities to develop social and emotional skills. Where appropriate, assessments may be used to identify needs, establish appropriate outcomes and measure progress. Support will be reviewed regularly, with parents/carers involved in discussions about progress and next steps. Any safeguarding concerns or disclosures will be shared with the Designated Safeguarding Lead (DSL) and managed in line with our safeguarding procedures. Where a child's social, emotional or mental health needs have a significant and persistent impact on their ability to access learning, the school will work with the child and their parents/carers to consider whether additional provision is required as part of the graduated approach to SEND support.

What is the Graduated Approach?

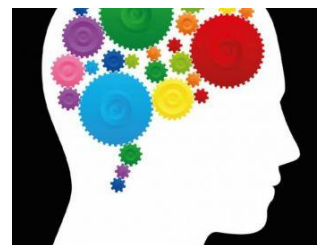
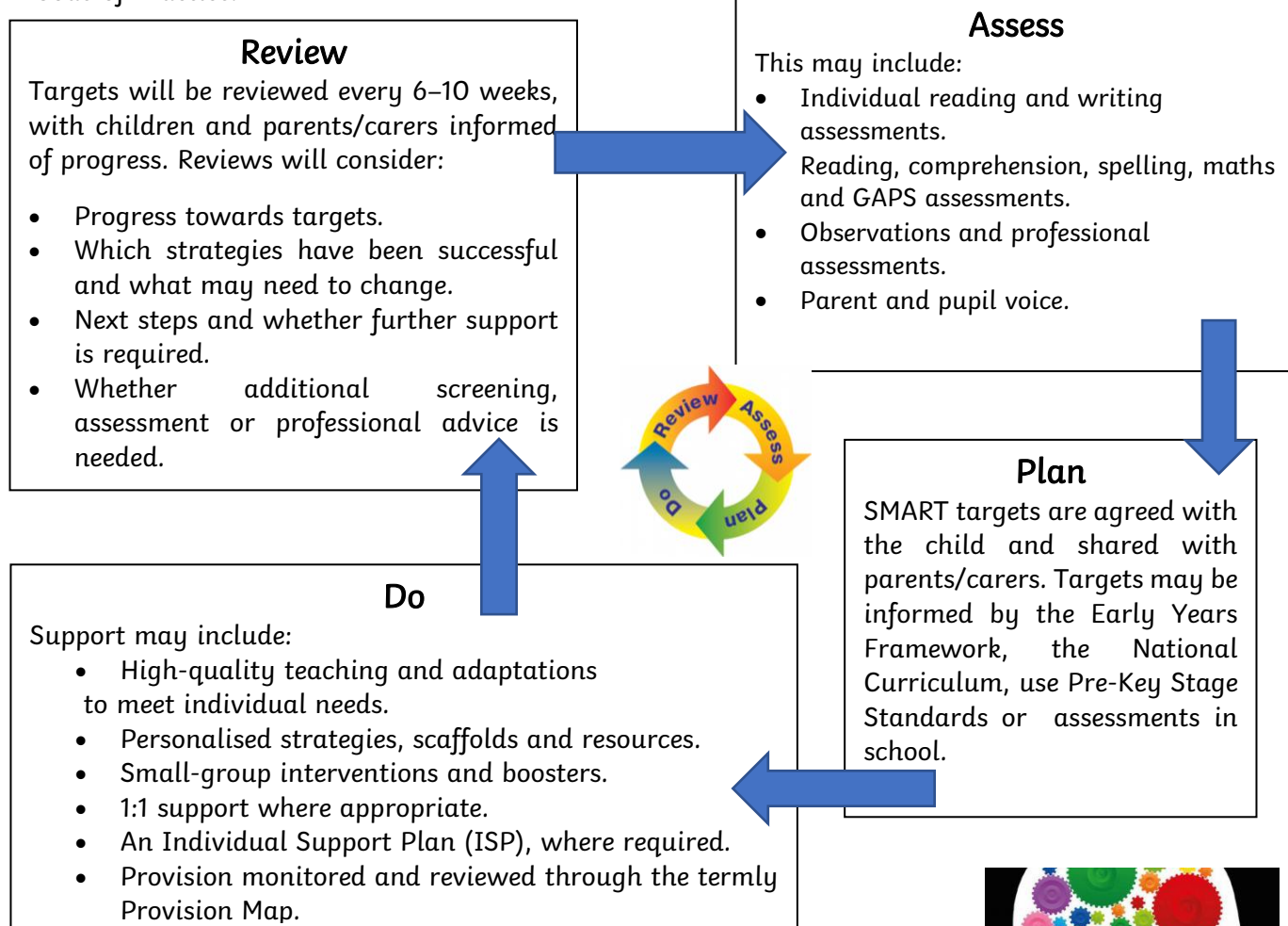
The Graduated Approach is the way schools identify, assess and support children who may have additional needs. It is a four-part cycle: **Assess, Plan, Do and Review**. This approach helps us to understand each child's individual needs, put appropriate support in place and regularly review whether the support is helping the child to make progress.

Support may begin with strategies and reasonable adjustments within the classroom. Where a child continues to experience difficulties, the school will work with the child and their parents/carers to identify further support or targeted interventions. Progress is monitored and support is reviewed regularly so that provision can be adapted as the child's needs change.

Where a child's social, emotional or mental health needs have a significant and persistent impact on their ability to access learning, the school will work with the child and their parents/carers to consider whether additional provision is required as part of the graduated approach to SEND support.

Assess, Plan, Do, Review

If your child requires further support, then we implement a graduated approach as per the SEND Code of Practice.



What can we offer for the areas of need?

Depending on identified need, assessment outcomes and available expertise, provision may include

Cognition and Learning Interventions

Phonics, Reading & Comprehension	Maths and Memory	Writing, Language & Literacy
• Read Write Inc. – Phonics, Reading and Comprehension • Read Write Inc. Fast Track • Read Write Inc. Spelling • OWL – Reading Comprehension • Nessy – Reading and Spelling • Hairy Letters – Phonics • The Magic Belt Series • Bear Necessities – Phonics • Dancing Bears – Phonics and Reading • Sound Linkage	• TT Rock Stars • Nessy Number Sense • Precision Teaching • Visual Memory Games • Auditory Memory Games • Teacher-led boosters	• Letter Join handwriting • Colourful Semantics • Write from the Start • Action Words • Alphabet Arc • Phoneme frames • Dough disco

Language and Communication Interventions

Communication & Language	Social Communication & Interaction	Language & Literacy
• NELI – Early Literacy and Language • Time to Talk – Language and Vocabulary • Language for Thinking • WellComm – Communication Screening • First Call – Speech and Language • Language for Behaviour and Emotions	• LEGO® Therapy – Communication and Relationships • ELSA – Emotional Literacy and Communication • Friends for Life / Fun FRIENDS – Social and Emotional Skills • Feelings Detectives	• Colourful Semantics – Grammar and Sentence Structure • Nessy Fingers – Typing Skills • Purple Mash – 2Type

Social, Emotional and Mental Health Interventions

Depending on individual need, support may include:	Support may focus on:
• Emotional Literacy Support (ELSA) • LEGO® Therapy • Friends for Life / Fun FRIENDS • Special Friends – social communication support • Grief, loss and bereavement support • Time to Talk / Socially Speaking • Feelings Detectives • 5-Point Scale	• Emotional regulation and managing emotions • Relationships and friendship • Self-esteem, confidence and trust • Social interaction and empathy • Anxiety and managing worries • Anger management • Sense of belonging and positive mindset

Sensory and/or Physical Needs Interventions

First Move – Motor skills intervention Sensory Circuits Sensory breaks Sensory materials (heuristic baskets) Balance bikes Dough Disco	Nessy Fingers – typing skills Personalised OT Programmes Physiotherapy sessions Touch Tronics Write from the Start Handwriting Programme Sensory Circuits
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Independence Strategies

Quality First Teaching Differentiation Writing scaffolds and/or Word banks Manipulatives and resources Positives diary Daily organiser	ELSA support Lunch time and After school clubs Parenting Support through TAC meetings 5 Point Scale Communication/Visual aids
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Who will support my child in school?

Staff Member	How and Why?
Class Teacher	Your first point of contact. Plans and delivers high-quality teaching with appropriate adaptations, differentiation and challenge. Sets and monitors targets and ensures agreed interventions are provided.
SEND Team	Supports staff to identify needs, set appropriate targets and plan provision. Monitors interventions, carries out in-school assessments and liaises with parents and external professionals where appropriate.
Teaching Assistants	Provide classroom support and may deliver targeted small-group or 1:1 interventions, following guidance and targets set by the Class Teacher and SEND Team.
Head Teacher	Has overall responsibility for SEND provision across the school and ensures responsibilities are effectively coordinated.
Pastoral Team	Provides wellbeing, social and emotional support through whole-class, small-group or 1:1 sessions, including programmes such as ELSA.
Midday Supervisors	Support children during lunchtimes, including children who may need additional support with social communication, interaction and play.
TAC Lead	Supports families, coordinates communication with professionals and helps identify appropriate resources and support.
Administrators	Maintain accurate SEND records and support information sharing during transition, as appropriate.
Inclusion Governor	Provides oversight of SEND provision and works with the SEND Team to review and monitor provision across the school.

Education Health Care Plan (EHCP)

Most children with SEND have their needs met through high-quality teaching, reasonable adjustments and ordinarily available provision within school. Some children may require provision beyond what can reasonably be provided through the school's ordinarily available provision. Where this is the case, the school and parents/carers may consider requesting an Education, Health and Care (EHC) needs assessment from the Local Authority. This decision would normally be informed by the Graduated Approach and Assess, Plan, Do, Review cycles, alongside evidence of the child's needs, progress and the support already provided. An EHCP is a legal document that describes a child or young person's special educational needs and the provision required to meet those needs. It also sets out desired outcomes and support to help them achieve their aspirations.



Parents/carers can request an EHC needs assessment directly, or the school can make a request with the involvement of the family. Liaise, Lincolnshire's SEND Information, Advice and Support Service (SENDIASS), provides independent advice and support to parents and carers regarding SEND and the EHCP process. Further information is available through the Lincolnshire Parent Carer Forum.



Their information can be found through the Lincolnshire Parent Carer Forum [found here](#).

What happens after an EHC needs assessment request?

Once a request is made, the Local Authority considers information from parents/carers, school and relevant professionals to decide whether an EHC needs assessment should take place. If an assessment is agreed, further information may be gathered through reports, observations and assessments from those involved with the child. Following the assessment, the Local Authority will consider whether

an EHCP is necessary to meet the child's identified special educational needs. If an EHCP is not issued, the school will continue to work with the family to ensure appropriate SEND Support and provision are in place. Parents/carers will be informed of the Local Authority's decision and can discuss the reasons for the decision and their options. The school will support families throughout the process, providing guidance and signposting to appropriate services and agencies where needed.

Please note: The statutory SEND and EHCP framework applies across England. However, local processes, terminology, forms and timescales for individual stages may vary between Local Authorities. As our schools are within Lincolnshire, the information provided here reflects the Lincolnshire Local Authority process. Families moving to or from a neighbouring county should check the relevant Local Authority's current guidance.

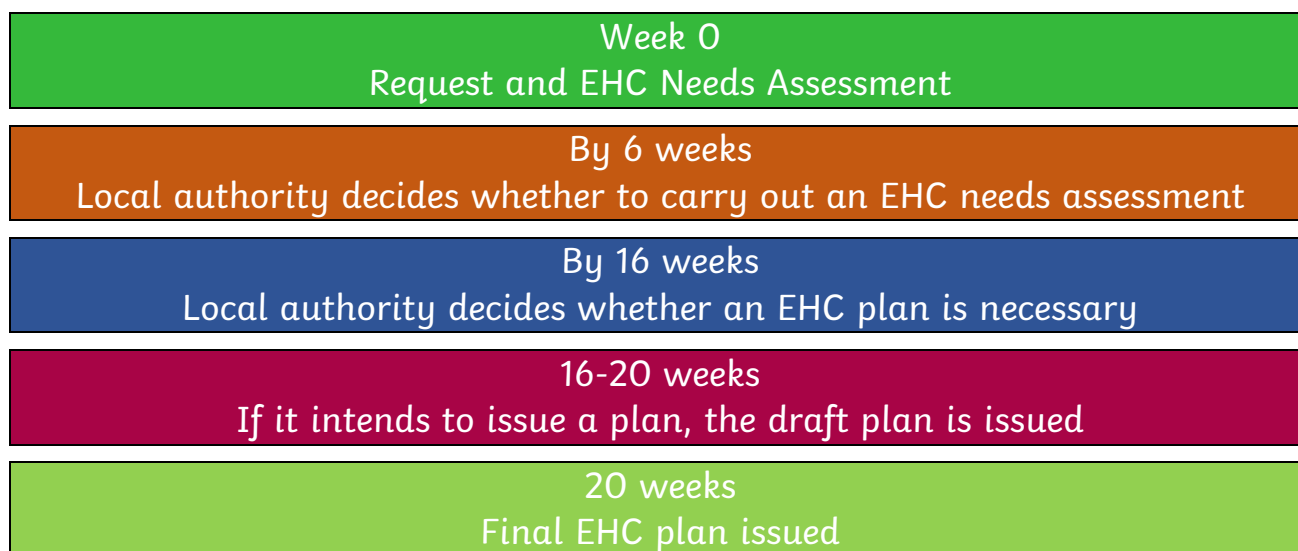
Support for Children with an EHCP

Children with an EHCP at Denton and Harlaxton Schools will have individualised targets and provision linked to the outcomes in their EHCP. These are recorded in an Individual Support Plan (ISP), which is reviewed termly by the Class Teacher and SEND team and shared with parents/carers. Support will usually be provided through high-quality teaching, differentiation, reasonable adjustments and Teaching Assistant support. Where a child's needs are significantly different from those of their peers, a more personalised curriculum may be appropriate.

Progress towards EHCP outcomes is monitored throughout the year and informs the annual review. The annual review is a statutory process where parents/carers, school staff and relevant professionals consider progress, provision and next steps. Where appropriate, outcomes and provision can be amended to reflect the child's changing needs.



The EHCP application Process



From 16 weeks, the Local Authority will ask for parental preference of schools. The schools requested will have the opportunity to consult on the EHC Plan and outcomes. Parents can also comment on the draft plan and review the proposed outcome and provisions.

Training and Experiences

As a federation, our Teaching Assistants hold a minimum Level 3 qualification, giving them a strong foundation of skills and knowledge to support children across the classroom. We encourage all staff to work flexibly and collaboratively with all learners. Teachers

and support staff adapt teaching, tasks and resources to meet the needs of individual children and respond to needs as they arise. We are committed to ongoing professional development. Staff receive regular training throughout the school year, which may include safeguarding, SEND and specific areas of need. Training may be delivered in school or by external professionals and organisations.

We also provide opportunities for parents, carers and the local community to access workshops, training and resources to support their understanding of SEND and their child's needs. We have found resources and webinars from The Contented Child particularly helpful in supporting staff and families. Further information can be found on their website: [The Contented Child](#).



Designated Safeguarding Leads

Mrs Edwards and Mrs Orme are our Designated Safeguarding Leads (DSLs) and have completed the required child protection and safeguarding training in line with the Lincolnshire safeguarding training pathway. Miss Hailes and Mrs Whitworth are our Deputy Designated Safeguarding Leads (DDSLs) and have also completed the relevant safeguarding training. All staff receive regular safeguarding and child protection training and are aware of their responsibilities for identifying, reporting and responding to concerns.

Our DSLs and DDSLs work across both schools within the federation and provide support and advice to staff as required. They work closely with staff, families and relevant professionals to ensure safeguarding concerns are identified, reported and responded to appropriately.

Staff training including:

Specific Areas of Need

- Autism Spectrum Disorder (ASD)
- ADHD
- Dyslexia
- Behaviour and trauma-informed practice

Interventions and Support

- Precision Teaching
- Colourful Semantics
- Sensory Circuits

Medical and Health

- Allergy Safety in school, including the requirements of the statutory guidance
- Use of adrenaline auto-injectors (EpiPens)
- Asthma
- First Aid, including Paediatric First Aid for all staff working in EYFS

Wellbeing and Mental Health

- Positive Handling
- Grief and Loss
- Friends / Fun FRIENDS programme
- LEGO® Therapy
- ELSA
- Feelings Detectives
- Emotion Coaching



Training is reviewed and updated in response to individual pupil needs, changes in guidance and identified areas for staff development. Where appropriate, staff may also receive advice and training from external professionals and specialist services.

Behaviour and Emotional Regulation

Positive behaviour and emotional wellbeing are important to us. Our Behaviour Policy, available on the school website, sets out our approach to promoting positive behaviour and supporting children when they experience difficulties. We recognise that some children may find it difficult to manage their emotions, regulate their behaviour or respond to particular situations. Behaviour can be a way of communicating an unmet need, and we aim to understand the reasons behind a child's behaviour and provide appropriate support. Where a child requires additional support, we may use an Individual Behaviour Plan (IBP) to identify their needs, targets, strategies and agreed approaches. Progress is monitored and reviewed regularly, with parents/carers involved in discussions about support and next steps. Support may include:

- Individualised strategies and reasonable adjustments.
- Emotional regulation and wellbeing support.
- Visual supports and clear routines.
- Positive reinforcement and restorative approaches.
- Support from the SEND and pastoral teams.
- Advice and involvement from external professionals where appropriate.

Where difficulties continue despite school-based support, we may work with parents/carers and relevant services through an Early Help Assessment (EHA) or other appropriate pathways. Where there are significant or persistent concerns, the Lincolnshire Ladder of Intervention may provide a framework for accessing additional support. Many members of staff have received training in Positive Handling. This training supports staff to use preventative and de-escalation strategies and, where necessary, respond safely and appropriately when a child is significantly dysregulated and there is a risk of harm.

Lincolnshire Ladder of Behavioural Intervention

There are four steps within the **Lincolnshire Ladder of Behavioural Intervention**. The approach provides a graduated level of support, with the aim of understanding the reasons behind behaviour, supporting positive change and reducing the risk of exclusion.

Step 1 – Pastoral Support Plan (PSP)

A Pastoral Support Plan (PSP) may be put in place when a child is experiencing ongoing difficulties with behaviour, engagement or emotional regulation and school-based strategies have not yet had the desired impact. The PSP is developed with the child, parents/carers and school staff. Clear targets, strategies and interventions are agreed and reviewed regularly. The aim is to understand the child's needs, support emotional regulation, develop positive behaviours and increase their engagement and resilience. The child is given time to demonstrate progress, with support reviewed and adapted as necessary. Where appropriate, advice and support may be sought from a Pupil Reintegration Team (PRT) caseworker.

Step 2 – BOSS Consultation

If sufficient progress has not been made following the implementation and review of a PSP, the school may access a consultation with the Behaviour Outreach Support Service (BOSS) through the PRT. During the consultation, behaviour specialists consider the information available and provide advice on further strategies and interventions. They will also consider whether the child meets the criteria for further support from BOSS.



Step 3 – Behaviour Outreach Support Service (BOSS)

Where further support is agreed, BOSS may work with the school, child and parents/carers to develop a Behaviour Intervention Plan (BIP). BOSS may observe the child in school, provide advice and strategies, and work with staff and parents/carers to develop a consistent approach. The BIP sets out clear targets and strategies to support the child's wellbeing, engagement and positive behaviour, with progress regularly reviewed. The aim is to support positive outcomes and reduce the risk of exclusion.

Step 4 – Intervention Placement

Where difficulties continue to escalate and there is a significant risk of exclusion, a referral for an intervention placement may be considered, where appropriate and in line with the relevant Local Authority process. A temporary placement may provide a more intensive level of support while the child's school, family and professionals work together to understand their needs and identify appropriate strategies for successful reintegration. The aim is to support the child with emotional regulation, behaviour and engagement, while maintaining a clear plan for their return to their mainstream school wherever possible.

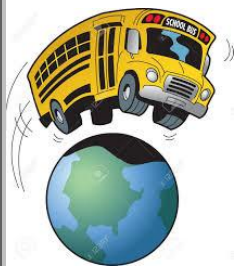


Curriculum

We are proud of our unique curriculum, which provides a broad, balanced and creative curriculum across a two-year cycle in all year groups. We aim to provide rich and meaningful learning experiences that develop children's knowledge, skills, interests and strengths across all aspects of the National Curriculum. Our curriculum is underpinned by effective, evidence-informed schemes and approaches, where appropriate, to ensure that children develop secure knowledge and skills. For example, we use White Rose Maths to support the teaching and progression of mathematics. These resources provide a strong foundation while allowing teachers to adapt learning to meet the needs of our children and make meaningful links across the wider curriculum. We make the most of our local community and surroundings, developing links with local organisations, businesses, community groups and places of interest wherever possible. This gives children opportunities to learn beyond the classroom and make meaningful connections between their learning and the world around them. We encourage our phase teams to work collaboratively, sharing planning, ideas and expertise to ensure high-quality learning experiences across the federation. Pupil voice is an important part of our curriculum development. We regularly gather children's views about their learning and experiences and use their interests, questions and ideas to help shape future learning. Our curriculum is regularly reviewed and monitored to ensure that it remains relevant, engaging and responsive to the needs of our pupils. We aim to provide high-quality, authentic experiences and meaningful outcomes that children can be proud of.



School Visits



We try to provide an educational experience each term for every class to enrich and enhance the learning experiences we offer. We believe that developing children's life experiences, confidence and understanding of the world around them is an important part of their education. Visits, workshops or visitors are carefully chosen to complement the curriculum and provide memorable, real-life experiences. For example, children in Key Stage 1 may visit a local stately home, while children in Key Stage 2 may have the opportunity to explore a World War II site. We are committed to ensuring that all children are able to access and participate in educational visits. Where a child has additional needs, we will carefully consider their individual needs and complete appropriate risk assessments and planning to identify and remove or reduce potential barriers to participation. Where appropriate, we may work with parents/carers and other adults to ensure that a child can access a visit safely and successfully. If you have any concerns about your child's participation in an educational visit, please speak to your child's Class Teacher so that we can work together to identify the appropriate support.

Extra-Curricular Activities

When possible, both schools offer a range of clubs and activities during lunchtime and after school. We are passionate about offering a range of experiences to our children, allowing them to explore skills and interests from sport to crafts. We also offer Forest School in Reception and as a lunchtime club for other year groups, where the children spend time making mudpies, investigating the garden and taking part in bug hunting. As well as these clubs, both schools offer affordable wrap-around care until 6pm each day. Breakfast clubs run at each school and After-School Club is available at Harlaxton. Transport is available for children at Denton to attend Harlaxton. All children are welcome. Please find further information on the school's websites.



Community

Our children take great pride in being part of and contributing to our local communities, villages and town. We provide opportunities for children to develop a strong sense of belonging, responsibility and pride in the places where they live and learn. Through our Eco-Council, children enthusiastically take part in activities such as village litter-picking, helping to care for our local environment and keep our communities clean and welcoming.



Children also have opportunities to share their talents and bring joy to others through singing and performing at care homes, in the town centre and at local events. These experiences help children to develop confidence while making a positive contribution to the wider community. We are committed to ensuring that opportunities are inclusive and accessible, enabling every child to participate and contribute in their own way. Our pupils also proudly represent the school at sporting events and competitions, developing teamwork, determination, resilience and school spirit. We encourage children not only to compete, but also to try new sports, develop new skills and embrace challenges.

Reading

As a federation, we value reading highly and encourage a love of reading from the very beginning. Reading is embedded throughout our curriculum, with high-quality literature shared within projects and lessons, alongside daily opportunities to enjoy and explore class stories. Children have access to a wide range of high-quality books both at school and at home. Our early readers follow the Read Write Inc. synthetic phonics programme, with carefully matched books to support the development of decoding, fluency and comprehension. As children become more confident and fluent readers, they have access to our well-stocked library, which includes a wide range of books and works by well-known and popular authors. We encourage children to read regularly at home. As an incentive to promote a love of reading, children can earn a bonus



house point when they read at home at least four times each week. For every ten house points earned, children receive a small prize and a selfie to be displayed! We also recognise that some children may benefit from additional opportunities to read with an adult in school. Children who require additional support may have regular opportunities to share books and develop their confidence and reading skills with an adult. We strongly encourage parents and carers to read regularly with their child. Support at home has a significant positive impact on a child's reading progress, confidence and overall development. Sharing stories, discussing books and simply enjoying reading together can make a lasting difference.

Adapting Teaching and Learning



We believe that every child should feel supported, included and appropriately challenged within their learning. We recognise that children learn at different rates and may require different approaches, resources or levels of support to help them make progress. Our teaching is informed by evidence-based approaches, including guidance from the Education Endowment Foundation (EEF). Teachers use a range of strategies to adapt learning and respond to individual needs while maintaining high expectations for all pupils. This may include explicit teaching, clear explanations, modelling, guided practice, scaffolding, questioning, retrieval and opportunities for independent practice. Modelling and scaffolding are used carefully to help children understand new concepts and develop the confidence to work independently. Support is gradually reduced as children become more secure, enabling them to take increasing ownership of their learning. We make purposeful use of manipulatives, practical resources and visual supports across all subjects and year groups. Children benefit from opportunities to handle objects, explore concepts practically and connect their learning to real-life experiences.

These approaches help children to develop secure understanding before moving towards more abstract learning. Teachers continually assess pupils' understanding and adapt teaching in response. This may include revisiting prior learning, changing the level of challenge, providing additional practice, using different representations or offering targeted support. Where appropriate, children may work individually, in pairs or in small groups to address specific learning needs. We also support children to develop metacognitive skills and independence, helping them to understand how they learn, recognise when they need support and choose strategies that help them to overcome difficulties. Our aim is not to reduce expectations for children who experience barriers to learning, but to remove barriers and provide the right support, at the right time, so that every child can achieve and experience success.

Communication, Sharing and Review of Needs

We value positive and open communication with parents and carers and recognise that working in partnership with families is an important part of supporting children to achieve their best. If you or your child have any worries or concerns, we operate an open-door approach. Class Teachers are available each morning at the school gate, where appropriate, to discuss any initial concerns. Alternatively, parents and carers can contact the school office to arrange a face-to-face meeting or telephone conversation. You can also email the school office at enquiries@harlaxton.lincs.sch.uk. Parents and carers are always welcome to speak with the Headteacher where this would be helpful. We provide regular opportunities to share information about your child's progress, attainment, strengths, needs and individual targets. Where appropriate, we will also share strategies and approaches that can be used consistently between home and school.

Where a child's needs change or additional concerns arise, we will work collaboratively with the child, parents/carers and, where appropriate, external professionals to review the support in place and agree appropriate next steps. We believe that strong communication between home and school helps us to understand each child as an individual and ensures that support is consistent, responsive and focused on positive outcomes.

Communication and Review Cycle

We provide a range of opportunities for parents and carers to communicate with school, share information and review their child's progress and support. The frequency and type of communication will reflect the individual needs of each child.

Autumn - Term 1	Parent Consultation with the SEND team – opportunities for parents and carers of children with SEND to meet with a member of the SEND Team, discuss concerns, share information and seek advice.
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Autumn - Term 2	Parents Evening/Consultation – Class Teachers share information about progress, attainment, strengths and any additional support or strategies in place.
Spring - Term 4	Parents Evening/Consultation – an opportunity to review progress, discuss ongoing support and consider next steps for learning and development.
Summer - Term 6	Written Report – a formal report from the Class Teacher of the academic year, including relevant assessment information, progress and targets/next steps.
Throughout the Year	Teacher Feedback – parents and carers can speak with the Class Teacher as needed. Brief conversations may take place at the beginning or end of the school day, or a meeting or telephone conversation can be arranged through the school office. Email communication can also be used where appropriate.
As Required	SEND Reviews – where a child has identified SEND, additional meetings and reviews may take place to consider their needs, progress, provision and next steps. The frequency of these reviews will depend on the child's individual needs.
At Least Annually	EHCP Annual Review – children with an Education, Health and Care Plan (EHCP) have a formal annual review to consider progress towards the outcomes and targets in their plan, the effectiveness of the provision and whether any changes to the plan or support are required. The child and their parents/carers are supported to contribute their views as part of this process.
Where Appropriate	Home-School Communication Books – some children may have an individual communication book or agreed communication system to support regular sharing of information between home and school. This is based on the child's individual needs.

We aim to ensure that communication is **accessible, timely and meaningful**, enabling parents and carers to share their knowledge of their child and work in partnership with school to identify what is working well and what may need to change.

Attainment and Progress

Teachers use a range of formative and summative assessments to monitor children's learning, identify strengths and gaps, and inform future teaching. Progress and attainment are formally reviewed at least three times a year, using the EYFS Framework and the National Curriculum objectives, as appropriate. Formative assessment takes place regularly through questioning, observation, retrieval activities, marking and feedback. This enables teachers to identify misconceptions or gaps quickly and adapt teaching or provide additional support where needed. Where a child is not making expected progress, teachers work with the SEND Team, where appropriate, to identify barriers and put targeted support in place. This is monitored and reviewed to assess its impact. For children working below the standard of national curriculum assessments, appropriate assessment frameworks may be used alongside teacher assessment to measure progress from their individual starting point. We also use appropriate measures of reading fluency, reading age and spelling to help identify children who may require additional support with literacy. Our assessment approach helps us to identify needs early, adapt teaching and provide timely support.



The School Environment

Denton CE School is a small village school with three mixed-age classes:

- **Class 1:** Reception, Year 1 and Year 2
- **Class 2:** Year 3 and Year 4
- **Class 3:** Year 5 and Year 6

Classes 1 and 2 are located within the main school building, while Class 3 is based in a separate mobile classroom. Due to the age and layout of the school buildings, there are limitations to accessibility, including limited disabled access and facilities. The mobile classroom does not currently have ramped or wheelchair access. The school has limited additional spaces available outside the classrooms for children who may require a quieter environment. Corridors provide some alternative space, although these are also used as access routes. There is no school hall or dedicated large gathering space. Where a child has specific accessibility, sensory or environmental needs, we will work with the child, parents/carers and relevant professionals to consider reasonable adjustments and appropriate adaptations to support their inclusion and participation.

Harlaxton CE School is also a small village school, with seven single-age classes. The school has some additional facilities, including wheelchair access in parts of the building and some disabled facilities. As with many smaller school environments, space is limited. The school has limited dedicated intervention and quiet spaces, and some classrooms provide relatively small learning environments. Where a child has specific accessibility, sensory or environmental needs, we will work with the child, parents/carers and relevant professionals to consider reasonable adjustments and appropriate adaptations to support their inclusion, access to learning and participation in school life.

Attendance and Punctuality

We recognise that regular attendance and punctuality are important for children's learning, wellbeing and sense of belonging. We will work in partnership with families to support children to attend school regularly and overcome any barriers to attendance. We use positive approaches to encourage good attendance and celebrate improvements and successes. Where attendance becomes a concern, we will work with parents and carers to understand the reasons and identify appropriate support. Where needed, this may include an Early Help Assessment to explore wider family circumstances and identify additional support. We may provide practical strategies, advice and resources, such as visual timetables, organisational support or behaviour strategies, and may signpost or work with other professionals, including Early Help Workers, where appropriate. Our aim is to work collaboratively with families to remove barriers to attendance and help every child attend school regularly, confidently and successfully.



Equality Act 2010 and Disability

The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. A disability can include a wide range of physical, sensory, cognitive, communication or mental impairments. Examples may include:

- Specific learning difficulties, such as dyslexia
- Autism
- Speech, language and communication needs
- Sensory impairments, including hearing or visual impairment
- Physical or motor difficulties, including gross or fine motor needs
- Long-term medical conditions, such as epilepsy, diabetes or some forms of asthma and eczema
- Learning difficulties or cognitive impairments

Having a particular diagnosis or condition does not automatically mean that a child meets the legal definition of disability. The individual impact of the impairment and whether it meets the statutory criteria must be considered. As a school, we have a duty to make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared with pupils who are not disabled. We work with children, parents/carers and relevant professionals to identify and implement appropriate adjustments and support.

Accessibility and Disability

We are committed to ensuring that disabled pupils can access our curriculum, school environment, information and wider school life as fully as possible. Our Accessibility Plan sets out the steps we are taking to:

- increase access to the curriculum for disabled pupils;
- improve the physical environment of the school to increase accessibility and participation;
- improve the delivery of information to disabled pupils in accessible formats where required.

We consider the individual needs of disabled pupils and make reasonable adjustments where necessary to prevent disabled pupils from being placed at a substantial disadvantage. Disabled pupils are admitted in accordance with the school's published admissions arrangements. We do not discriminate against disabled pupils in relation to admission and will consider reasonable adjustments and accessibility requirements as part of the admissions and transition process. Our Accessibility Plan is available on the school website. Parents and carers who would like to discuss accessibility or reasonable adjustments for their child should contact the school.

Children in Care and Previously Looked-After Children

We have high aspirations for every child and recognise that children who are looked after or previously looked after may have experienced circumstances that can affect their learning, emotional wellbeing and development. Not all children in care or previously looked after have special educational needs. However, some may require additional support with emotional wellbeing, relationships, attachment, regulation or learning, depending on their individual experiences and needs. We work closely with parents, carers and relevant professionals to understand each child's strengths and needs and ensure appropriate support is in place. Children who are looked after by a local authority have access to support through the Virtual School. Where appropriate, regular meetings are held to review the child's progress, attainment, wellbeing and wider needs. A Personal Education Plan (PEP) is used to identify key priorities and targets, with progress monitored and reviewed regularly. Our aim is to ensure that every child in care or previously looked after is supported, valued and able to achieve their full potential.

English and An Additional Language (EAL)

Both schools recognise that a rich and extensive vocabulary is fundamental to children's learning, communication and academic success. We understand that children with English as an Additional Language (EAL) are learning English while simultaneously using English to access the wider curriculum. We therefore recognise the importance of identifying and addressing any language and vocabulary gaps at the earliest opportunity. We work in partnership with families and, where appropriate, seek advice and support from the Ethnic Minority and Traveller Education Team (EMET). Their expertise, guidance and training support staff in developing effective strategies and inclusive approaches to meet the needs of children with EAL and ensure that language is not a barrier to accessing learning or making progress. We monitor children's progress carefully and adapt provision where additional support is identified as necessary. Our aim is to ensure that every child develops the language, vocabulary and confidence needed to participate fully in school life and achieve their potential.

Transitions

We recognise that transitions can be challenging for children and families. Whether joining our school, moving between classes or moving to a new setting, we work closely with families and other professionals to ensure transitions are carefully planned and as smooth as possible. We have strong links with nurseries and secondary schools and share relevant information to ensure continuity of support. This may include professional reports, intervention records, medical information, Pupil Passports and successful strategies. Where appropriate, the SEND team liaises directly with the receiving setting and relevant professionals. To support transition, we may:

- provide transition booklets with photographs and key information;
- arrange visits, taster sessions and meetings;
- share information between staff and settings;
- involve parents/carers and professionals;
- identify strategies and reasonable adjustments needed to support the child.

For Reception starters, we offer opportunities to become familiar with the school, classroom, routines and staff before starting. For children with SEND moving to secondary school, the SEND team and class teacher liaise with the receiving school's SEND team to share information and plan appropriate support. Transition is also considered for children not identified on the SEND register where additional needs or concerns have been identified. Our aim is to ensure that every child feels safe, confident and prepared for their next stage of learning.



How can I access support for myself and my family?

Useful organisations recommended by us include:

Organisation	Contact	Website / Information
Lincolnshire Family Information Service / Local Offer	0800 195 1635	Lincolnshire Family Services Directory
Liaise – Lincolnshire SEND Information, Advice and Support Service	0800 195 1635	Liaise Lincolnshire
Lincolnshire Parent Carer Forum	Email: admin@lincspcf.org.uk	Lincolnshire Parent Carer Forum
PAACT Support – Autism	07840 569368	PAACT Support
ADHD Lincs	Email: info@adhdlincs.org	ADHD Lincs
Grantham Autistic Information Network (GAIN)	01476 600074	GAIN Grantham
Lincolnshire Centre for Grief and Loss	Contact via website	Lincolnshire Centre for Grief and Loss
Family Action – FamilyLine	0808 802 6666	Family Action FamilyLine

CASY – Counselling for Children and Young People	Email: office@casy.org.uk	CASY
Kooth – Online Mental Health and Wellbeing Support	Online service	Kooth

Contact details and services may change; families are encouraged to use the linked websites for the most up-to-date information.



Concerns and complaints

We encourage parents and carers to raise any concerns about their child's SEND provision as soon as possible with the Class Teacher or SEND team, so that we can work together to understand the concern and resolve it promptly. Where a concern cannot be resolved informally, parents and carers can follow the school's formal Complaints Policy, which is available on the school website. Parents and carers can also access independent information, advice and support from Liaise – Lincolnshire's SEND Information, Advice and Support Service, [Liaise Lincolnshire](#).

