



Lyminster Primary School

SEN Information Report

September 2025-September 2026

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LYMINSTER PRIMARY SCHOOL

What is a SEN Information Report?

This report answers questions that provide parents and carers with information about the provision provided and arrangements made at Lyminster Primary School in order to support children and young people with Special Educational Needs or Disabilities.

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report in schedule 1 regulation 51

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability, which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- c) have a diagnosis of a specific learning difficulty which directly impacts on their progress and attainment such as;
Dyslexia – which is defined as “a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling”
Dyscalculia – which is defined as “a difficulty particularly in understanding and working with number.”
- d) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special education provision was not made for them
- e) children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in nurseries and schools maintained by the LEA, other than special schools, in the area;
- children who have been identified as able or gifted children are considered as children with special educational needs. The Policy for The Further Development of Able Children highlights procedures for identification and support for these children.

Contextual Information

Lyminster Primary School is a mainstream setting. We strive to support all children to enable them to achieve their full potential through our vision to be a nurturing, community-focussed school, with sky-high ambition and a global outlook. It is our passion that all children, regardless of their needs should receive Quality First Teaching and tailored support in our happy, inclusive school. Our team is committed to raising the aspirations of all our pupils, including those with special educational needs or disabilities.

Every school is required to use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN.

(SEND 0-25 Code of Practice, 2015, p92)

At Lyminster Primary School, we can provide for children with a wide variety of needs, including physical or sensory needs, social communication and Autism, speech and language difficulties, emotional well-being difficulties, including children who have experienced trauma. We also have children with specific learning difficulties and global development delays.

How does Lyminster Primary School know if children need extra help and what should I do if I think my child may have special educational needs?	• Teachers know the children in their class well; • Progress Meetings (round-table discussions on the needs of every child/group/class) are held half-termly; reviews are held more frequently when the child is in the early diagnosis stage and is being monitored; • The child may be identified in the tracking of assessments as making less than expected progress or working significantly below age related expectations.
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	• Parents raise concerns; • Class teachers raise concerns; • Conversations with previous schools and nurseries; • Transition meetings at school entry if existing SEN has been identified; • Twice yearly parents' consultations with class teachers and an open door policy; • Talk to us if you have any concerns. Parents can make appointments through the school office to speak to the class teacher. Alternatively, Rachel Yarrow is the school SENDCO. She can usually be contacted via the school office; • School Governors are involved in our monitoring of our school effectiveness and as part of this monitoring the effectiveness of impact can be assessed.
How will school staff support my child?	• Every child will be supported based on their individual needs. • The class teacher will adapt work to meet the individual needs of your child. This is known as differentiating work; • If you or the class teacher raise concerns about your child, you will be invited into a meeting with the class teacher. The concerns will be discussed and if deemed appropriate, your child will be put on to a Nature of Concern Form, (see Appendix 1). This form details measures to be put in place to support your child to meet their targets. It will be reviewed every half term by the class teacher and the SENDCo. • The class teacher or SENDCo may plan and explain to you a programme of special support, and this will be recorded on an Individual Support Plan; (see Appendix 2). • Individual Support Plans are reviewed at least three times each academic year.
How will the curriculum be matched to my child's needs?	• Class teachers differentiate teaching and learning to meet the needs of all children in their class. This will ensure that your child's needs are being met; • Children's views are used to shape topics to improve the engagement of the cohort; • Children are encouraged to contribute to their termly Individual Support Plan and are supported to set their own curriculum targets along with their peers.
How will both you and I know how my child is doing and how will you help me to support my child's learning?	• Parents are regularly invited into school formally to discuss the progress of their child (in the autumn and summer terms) as well as always being able to make an appointment as part of our open-door policy. • Our SENDCo, Mrs. Yarrow is available for meetings at the parents' evening in addition to meeting with the class teacher;

	• Intervention programmes and Individual Support Plans are regularly reviewed (at least once a term), by the class teacher and SENDCo, to see how the child is doing. • Progress Meetings are held between the year group team and senior leaders. Individuals identified as having a SEN, or those for whom concerns have been raised are discussed and actions identified. This information is fed back to families, via the child's class teacher. • Class teachers and the SENDCO are always willing to talk to parents, though it is advisable to make an appointment through the school office to ensure the correct time is given. • Parents are often invited to workshops that help them know how to support their child in a key area, eg reading. Information from these workshops is uploaded onto the website, alongside other helps links, contacts and advice; • Home-school books are used with some families; reading journals, annual reports, and homework tasks are all ways that we share ways of supporting your child.
What support will there be for my child's overall wellbeing?	• Your child's class teacher and teaching assistant are the first port of call in supporting your child. • We have a specialist Learning Mentor and Families Liaison, Mrs. Gale, who supports children and families with well-being difficulties; • Mrs. Virgoe is our Reading Mentor. She is excited to share her wealth of knowledge of literature encouraging positive attitudes to reading for pleasure. • As part of Early Help support, we also work with Family Support Workers who can provide a holistic approach to some of the difficulties that families face beyond school. • Well-being is also promoted through our PSHCE curriculum, particularly in our annual Personal Development week.
What specialist services are available at or access by the school?	In addition to the above services, the SENDCO can signpost you to appropriate services, agencies and charities that can offer specialist advice. These services include: • Speech & Language Therapy Service <i>This service offers a range of advice and activities for children and families for those with speech and language difficulties.</i> • Educational Psychologist Service <i>The aim of the Educational Psychologist Service is to promote the development and learning of all children through the application of psychology.</i> • Child Development Centre (based at Worthing Hospital)

This centre provides a multi-disciplinary assessment and therapy for children with special needs. This service is referred to when paediatrician involvement is required.

- **Physiotherapy Service**

This is a team of physiotherapists working with children, young people and their families. They see children with a range of physical conditions causing pain or discomfort, loss of mobility or function which impact upon the child's quality of life. Their physiotherapists offer treatment and advice to children at home, in nursery or school, at respite care homes and at the Child Development Centre.

- **Occupational Therapy Service**

This service helps people with a physical impairment to live more independently. They can often support by providing exercises to support the development of fine and gross motor skills.

- **Learning Inclusion Advisory Team/Social Communication Advisory Team**

The team is made up of Advisory Teachers who have a range of specialist skills and experience in behaviour and learning. Within the team, there are also teachers who specialize in working with children with social communication difficulties.

- **Child and Adolescent Mental Health Services (CAMHS)**

CAMHS staff operate a consultation line and will offer advice as to whether a child should be referred for specialist support. Their work is focused towards highly vulnerable children and young people.

- **Integrated Prevention and Earliest Help (IPEH) – Arun Hub**

This team supports schools in supporting families that are in difficulties and wherever possible preventing crisis being reached. They also support families through referring to Think Family. Support is coordinated through an Early Help Plan and regular Team Around the Family meetings are held to support joined up agency working along with the family's needs and wishes.

- **Think Family**

This is a West Sussex County Council initiative relating to the Government's 'Helping Troubled Families Turn their Lives Around' policy. Often a Family Link Worker will work directly with a vulnerable family.

- **School Nursing Service (NHS)**

School Nursing is a universal ill health prevention and health promotion service offered to all children and their families from school entry. It is delivered in schools, community settings and occasionally within the home.

- **The Wickbourne Children & Family Centre**

Our local Children & Family Centre, provides a wealth of activities and support that can be used by local families. Many of our families have access support through drop-in sessions and self-referred support.

- **Children's Social Care**

	<i>Social care services for children and young people include family support, short-term breaks, fostering, adoption, residential and leaving care services. Children's safeguarding and support for young carers are also led by this service.</i> • The West Sussex Virtual School <i>Children who are in care with West Sussex County Council are also members of the Virtual School, who coordinates strategic and educational services for their pupils. They also offer advice for Children Looked After by other Local Authorities.</i>
What training are the staff supporting children with SEND had or are they currently having?	We regularly review the quality of teaching for all pupils, including those at risk of underachievement. This includes identifying particular patterns of need within the school, reviewing and if necessary, improving teachers' understanding of the strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. Where interventions are required, we ensure staff have sufficient knowledge and skills to deliver the intervention effectively. Staff members have recently received training regarding: • The Communication Friendly Classroom • Attachment Disorders • Early Childhood Trauma • Autism Awareness • Narrative Therapy • Concrete, pictorial and abstract representations of mathematics • Edge Hill University mathematics interventions: Success @ Arithmetic; 1st Class @ Number • Dyscalculia • Dyslexia • Forest School training • Learning Mentorship training • Sensory support • Phonics teaching, including Read Write Inc and Fresh Start • First Aid and administering medicines. • Team Teach (positive handling techniques and de-escalation strategies) • Circle of Friends

	• Drawing for Talking • Sand Play • Diabetes Training
How will my child be included in activities outside the classroom, including school trips?	• Preparing the children for the trip using resources such as visual timetables and social stories • All off-site visits would be considered based on the facilities being accessible to the children attending. • Resourcing additional adult support as necessary. • Risk assessments and pre-visits to ensure safety. • Children with additional needs are actively encouraged to participate in extra-curricular activities, which are usually free to attend, or occasionally funded by the school. • Discussion with families to ensure the child's needs are fully catered for.
How accessible is Lyminster Primary School?	• The school Accessibility Policy is available on the school website. (add link) • Lyminster Primary School is, in part, a two-storey building. However, all learning areas are situated at ground level, with only staff offices and a resource room on the first floor. Access to the outdoor area involves small steps in some areas of the school. Access to the main reception lobby is via an automated push-button door. Thereafter, having passed through the electronically fob-operated main doors into the school, there is free access around the ground floor of the school. • There is one purpose-built disabled WC with grab rails in the First Aid Room. This room also Includes a shower for washing children. • Should a child require a wheelchair or walking aid, a separate specific Risk Assessment and Personal Emergency Evacuation Plan will be completed and reviewed regularly. • The school has food links with professionals from a range of external services, and their advice and support is accepted and recognized. Any appropriate equipment or modifications necessary are provided.
How will the school prepare and support my child to join the school and transfer to a new one?	• No child will be refused admission to our school based on their special educational need, provided the school can meet the child's needs having made all reasonable adaptations. We operate within the West Sussex County Council Admissions Policy. Details are available on www.westsussex.gov.uk • For most children with special educational needs or disabilities applications are made in the usual way via West Sussex County Council. However, if an Education Health and Care plan is held, the Special Education Needs Assessment Team will be responsible for making placements.

	• Children joining our school at the beginning of their Reception year are, wherever possible, visited in their previous setting, offered a home visit and they are invited to visit us, so we can ensure a positive start in school. • We work closely with our local secondary school providers, this often includes additional transfer visits and inviting staff to visit your child in school. Additional visits can be arranged for your child to make their transition positive. Learning Mentor time is also allocated to our Year 6 pupils before their transition. This is in addition to the activities and opportunities provided by the class teacher. • Information regarding SEN pupils is also shared by our school SENDCO with the SENDCO of the receiving school.
How are the school's resources allocated and matched to children's special educational needs?	• Resources are allocated according to needs, particularly if children require specialist equipment, additional adult support and intervention programmes. • Liaison with parents and a deeper understanding of the child's needs to decide what resources are most appropriate.
How is the decision made about what type and how much support my child will receive?	• Discussion between parents and school to decide what the child's needs are and how best to support them. • External agency support will be sought as appropriate. • Termly meetings with parents and staff to discuss Individual Support Plan targets and next steps. • Intervention impact will be regularly monitored to support effective decision making. • Annual reviews are undertaken for children with an EHCP. Parents/carers and professionals are invited to a meeting to discuss the child's previous targets and to set new targets.
How are parents involved in the school? How can I be involved?	We always welcome and appreciate parental support and engagement. Here are some suggested ways that you can engage with the school. • Parent consultations • Parent questionnaires • ISP parent /teacher meetings (3x a year) • Newsletters • Homework • Celebration of work 'open afternoons' • Parent workshops • Family Reading sessions

	• We have parental representation on our Governing Body. • 'PALS' – a social and fundraising parents' group • The Parents' Forum usually meets termly and discusses school improvement priorities • We also request parental involvement on all Individual Support Plans for our SEN pupils. We also welcome volunteers from our community to support our reading programme. Please contact the school office if you can support us in any way.
Who can I contact for further information?	• Your child's class teacher is usually the first person to contact. • Mrs. Rachel Yarrow (AHT/SENDCo) • Mr. Steve McGinley, Headteacher • SEN Independent Advice and Support Service (SENDIAS) (03302 228 555) send.ias@westsussex.gov.uk • Information regarding the West Sussex County Council Local Offer can be found at https://westsussex.local-offer.org/
What to do if you are not satisfied with a decision or what is happening.	• Your first point of contact is the person responsible – this may be the class teacher, the SENDCO or the Headteacher. Explain your concerns to them first. • If you are not satisfied that your concern has been addressed, speak to the Headteacher. • If you still do not feel that the issues are resolved, please contact the Chair of Governors who can be contacted via the school office. • For further information, our complaints policy is available on our school website.