

William Alvey School SEND Information Report

At the William Alvey, we want every child to feel happy, included and able to achieve their very best. Some children need a little extra help at certain points in their school journey, and this report explains how we identify needs, how we support children, and how we work closely with families every step of the way.

1. 🌱 What kinds of SEND do we support?

A child has Special Educational Needs (SEN) if they have a learning difficulty that means they need additional support in school. This includes children who:

- have “significantly greater difficulty in learning than the majority of others of the same age”, or
- have a disability that makes it harder to use the same facilities as their peers.

At William Alvey, we support needs in four broad areas:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

How we admit pupils with SEND

William Alvey is an inclusive school and we welcome applications for children with Special Educational Needs and/or Disabilities. We follow Lincolnshire County Council’s admissions arrangements, and children are not refused a place because of their SEN. If a child has an Education, Health and Care Plan (EHCP), the Local Authority may consult with us about naming the school, and we work closely with them to make sure we can meet the child’s needs. We make reasonable adjustments and plan any support needed so that children with SEND can start school smoothly and feel included from day one.

2. 💬 What should I do if I’m worried about my child?

If you have any concerns about your child’s progress, behaviour or well-being, please speak to their class teacher. They know your child best in school and will listen carefully to your concerns.

If needed, the teacher will talk with our SENDCo team to gather further advice.

3. 🤝 How will the school respond to my concern?

We will:

- arrange an initial meeting with your child’s class teacher

Updated September 2026

- listen to your concerns and your child's views
- explain what support is already in place
- agree next steps together

If more discussion is needed, we will arrange a follow-up meeting.

4. How do we decide if a child needs extra support?

We use a **graduated approach**: *assess* → *plan* → *do* → *review*. This means teachers are always checking how children are doing and adapting teaching accordingly.

If a child is not making expected progress, they are discussed with the SENDCo team. We look at:

- what might be causing the difficulty
- what strategies from our **Inclusion Toolkit** could help
- whether additional support is needed

If we feel your child has a Special Educational Need, we will meet with you to discuss adding them to the SEN register. We greatly value such meetings with parents as we know how important it is for school and home to work together.

Children on the SEN register have individual targets, which are reviewed three times a year.

5. What support will my child receive?

Your child's class teacher will plan a programme of support based on their needs. This may include:

- adapted classroom teaching
- small-group or 1:1 intervention
- specific strategies from our Inclusion Toolkit
- regular reviews to check progress

You will meet with the class teacher or SENDCo three times a year to discuss how things are going.

Children who are looked after by the Local Authority also receive support from our Pastoral Manager, Mrs Laura Taylor.

6. Who will support my child?

- Their **class teacher**

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- **Teaching assistants** within the year group
- Our **SENDCO** (Emma Weston)
- Our **Pastoral Manager** (Mrs Taylor)
- Outside professionals, if needed and with your consent

7. 🎓 **What training do staff have?**

Our staff regularly update their skills to support children with a wide range of needs. Our SENDCos have specialist training in:

- ELKLAN (Specialist Speech, Language & Communication training)
- Language for Thinking
- Intensive Interaction
- Identiplay
- Emotion Coaching
- Zones of Regulation

8. 🌈 **Which outside agencies might be involved?**

With your consent, we may work with:

- Educational Psychologists
- Community Paediatricians
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- CAMHS (Child & Adolescent Mental Health Services)
- BOSS (Behaviour Outreach Support Services)
- SEST (Sensory Education Support Team)
- Working Together Team (Autism outreach service)
- Healthy Minds
- Grief and Loss Counselling
- RNIB (Royal National Institute of Blind People)
- EMTET (Ethnic Minority & Traveller Education Team)

- Specialist Teacher Team

These professionals help us understand your child's needs and plan the right support.

9. How do we support emotional and social well-being?

Every class teacher supports children's emotional development daily. In addition:

- many of our Teaching Assistants have received additional training to deliver pastoral interventions such as 'Feelings Detectives' and 'Lego Therapy'
- our Pastoral Manager may offer extra support
- we use strategies such as reward charts and individual behaviour plans when needed
- we take bullying very seriously and act quickly to resolve concerns

If your child is anxious about coming to school, we will work with you to create a supportive plan.

10. How is my child involved?

We make sure children can share:

- what they find difficult
- what helps them
- how they feel about their learning

Their views are included in target reviews and planning.

11. How do we teach children with SEN?

All teaching is adapted to meet the needs of the class. This may include:

- visual supports
- chunked instructions
- scaffolded tasks
- sensory breaks
- targeted interventions

Interventions may be 1:1 or small group and are tailored to your child.

12. How will I know how my child is doing?

You can speak to teachers informally at the end of the day or arrange a meeting. The SENDCo team are also available before and after school at the middle gates.

Formal review meetings take place **three times a year**.

13. 🗺️ How does the school track progress?

We use rigorous tracking systems for reading, writing and maths, as well as other subjects. We look at:

- attainment
- progress from starting points
- impact of interventions

Teachers use assessment for learning every day to adapt teaching.

Evaluating the effectiveness of SEN provision: We regularly review how well SEN support is working by looking at your child's progress towards their individual targets, the impact of any interventions, and feedback from teachers, parents and pupils. We use this information to decide whether support needs to continue, be adapted or be replaced with something different. This ensures that provision remains effective and responsive to your child's needs.

14. 🚌 Will my child be included in trips and activities?

Yes. All children are included in:

- clubs
- visits
- residential

If adaptations are needed, we will work with you to make sure your child can take part.

15. ♿ How accessible is the school?

- The school has disabled access throughout, accessible toilets and a range of quiet and low-stimulus spaces that can be used when needed.
- We work with external professionals to identify any specialist equipment required and make reasonable adjustments to the environment so pupils with SEND can move around the school safely and comfortably.
- Lessons, clubs and visits are adapted so all children can participate

How we prevent discrimination and inequalities for pupils with SEND

We are committed to ensuring that pupils with SEND are never treated less favourably than their peers. We make reasonable adjustments to teaching, the environment and school activities so that all children can participate fully. Staff receive training on

inclusive practice, and we monitor attendance, participation and progress to identify and address any inequalities. Our anti-bullying and behaviour policies apply equally to pupils with SEND, and we act quickly if any child feels disadvantaged or excluded.

Inclusion is central to our ethos, and we work closely with families to make sure every child feels valued and supported.

Our plans to increase curriculum and physical accessibility

We are committed to continually improving access to both the curriculum and the physical environment for pupils with SEND. Our Accessibility Plan sets out the actions we take to review and develop curriculum materials, teaching approaches and learning environments so they remain inclusive for all learners. This includes expanding staff training and reviewing subjects to ensure they are accessible for pupils with a range of needs. We also plan improvements to the physical environment, such as enhancing signage and visual cues, developing quiet and low-stimulus spaces, and ensuring classrooms and shared areas remain organised and accessible for pupils with physical or sensory needs. In addition, we are improving how information is shared with pupils with SEND by increasing the use of visual supports, simplified language, alternative formats and assistive technology. We monitor these actions regularly and update the plan to reflect the needs of our pupils and any new guidance.

16. 🚀 How do we support transitions?

Starting school

- Staff visit your child's pre-school
- You attend a welcome meeting
- Your child has a taster session
- Extra visits can be arranged
- Your child receives a photo booklet to help them get to know the school

Moving to a new year group

- Teachers meet to share information
- SENDCO meets with new teachers
- Some children have enhanced transition sessions

Moving to secondary school

- All children visit their new school
- Some have additional visits

Updated September 2026

- SENDCO meets with their secondary colleagues to share information
- Secondary staff may visit your child at William Alvey

17. ❤️ How can I support my child at home?

One of the most powerful things you can do is read with your child every day. Your child's teacher can offer more personalised suggestions.

18. 📞 Who can I contact?

SENDCO: Emma Weston – emma.weston@william-alvey.lincs.sch.uk

School Office: 01529 302772

Useful links:

- Lincolnshire Local Offer www.lincolnshire.gov.uk/SENDlocaloffer
- LIASE (SENDIASS) [Liaise – About Liaise - Lincolnshire County Council](#)
- IPSEA www.ipsea.org.uk

How to raise a concern or make a complaint about SEN provision

If you are worried about any aspect of your child's SEN support, please speak to their class teacher or the SENDCo in the first instance. If your concern is not resolved, you can contact the Headteacher. If you still feel the issue has not been addressed, you can follow the school's Complaints Policy, which is available on our website. For maintained schools, parents may also contact Lincolnshire County Council if they believe the school is not meeting its SEN duties. We aim to resolve concerns quickly and work together to find the best way forward for your child.