



Lincoln Christ's Hospital School

Special Educational Needs (SEN)

Information Report

Link member of staff:

Joanna Love

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Date presented to Governors:

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Review Date:

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read this document in conjunction with our SEND policy.

You can find it on our website <https://lincolnhospitalschool.co.uk/parents/policies/statutory.html>

What is 'Special Educational Needs and Disability' and what types of SEN does the school provide for?

A Special Educational Need and Disability (SEND) is a difficulty or barrier that affects a child's ability to access the curriculum and to learn. It may be appropriate for a pupil with SEN to access provision which is 'additional to, or otherwise different from' the educational provision made generally for pupils of their age.

Disability is a long-term health condition which causes a difficulty or barrier to learning or to accessing the curriculum.

SEN is identified under the following categories:

SEN Support – Wave 1 and Wave 2

Pupils requiring support above and beyond a 'normal, differentiated classroom' are identified as SEN support which outlines their additional needs and how their needs can be met.

Education Health Care Plans – Wave 3

Where individual need is recognised to be complex or requires a greater level of provision, school will look to complete an application for an Education, Health and Care Plan (EHCP). The EHC plan outlines a child's special educational, health, and social care needs.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Significant learning difficulties

Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Attachment disorder
	Emotional wellbeing and mental health
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Who will support my child, and what training have they had?

All staff at LCHS will support children with SEN and ensure that lessons are appropriately adapted. Progress will be monitored by the SENDCo and Deputy Headteacher of Teaching and Learning.

Subject teachers

Alongside formal qualifications all Subject Teachers regularly undertake training in a variety of areas including but not limited to Autism, Access Arrangements, Diabetes, allergies, behaviour support. All our teachers receive in-house SEN training, and are supported by the SENDCo to meet the needs of pupils who have SEN.

Additionally, our staff have training in:

- Safeguarding
- Understanding and managing behaviour
- First Aid
- Autism
- Dyslexia
- Behaviour Support
- Restorative Practice
- 5 Point Scale
- Haemophilia
- SEND Code of Practice – including four broad areas of need and primary needs – they receive regular updates on this.

Learning Support Assistants (LSAs)

We have a team of LSAs who are trained to deliver SEN provision.

We have LSAs who are trained to deliver interventions such as Lego Therapy, Precision Teaching, Sensory Circuits and others.

Deputy SENDCo

Our Deputy SENDCo is Ms Rebecca Guyon.

She has 4 years' experience in this role and has also worked as a Drama teacher, Form Tutor, ex Head of Faculty and was previously a School Governor.

They have undergone training on a wide range of SEND related topics including PDA, masking, transition, Autism and emotional development, inclusion and the use of alternative technology in the classroom.

Our special educational needs co-ordinator, or SENDCo

Our SENDCo is Mrs Joanna Love.

Mrs Love achieved the National Award in Special Educational Needs Co-ordination in 2022. Her practice is grounded in strong assessment expertise and evidence-informed decision-making. Mrs Love is currently completing the Level 7 CPT3A qualification to expand her specialist assessment capability, including cognitive assessments and Access Arrangements. She holds the NASENCO Award, NPQML, a BA (Hons) in Primary Education with QTS, and RWI phonics training, enabling her to support school in developing high-quality early reading, adaptive teaching strategies, and targeted intervention.

She has 3 years' experience in this role through current and previous employment and has experience within a Senior Leadership role with her previous setting. Relevant experience includes, SLT, Head of English, KS2 SENDCo and intervention lead. Mrs Love is a qualified teacher of 12 years and holds a BA Hons Degree in Primary Education with QTS.

Mrs Love is allocated 28 hours a week to manage SEN provision and is supported through a direct line manager, the Deputy Headteacher Mrs Owens, a Deputy SENDCo Ms Guyon and an administrative coordinator, Mrs Reynolds.

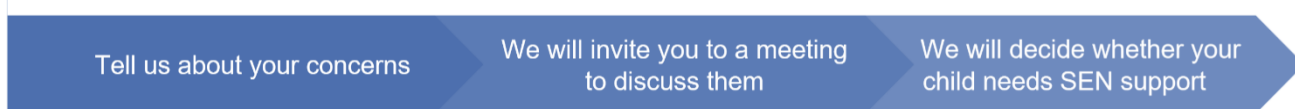
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

What should I do if I think my child has SEN?

In the first instance contact your child's form tutor or Year Office team to discuss your concerns. Alternatively, the school's SENCo, Mrs Love.



If you think your child might have SEN, the first person you should tell is your child's teacher. They will pass the message on to our SENDCo who will be in touch to discuss your concerns. You can also contact the SENDCo directly at jlove@lchs.uk.	We will contact you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.	If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.
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How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they use adaptive teaching strategies outlined in the SEND Handbook and monitor the impact of the adaptations.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEN.

The SENDCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s and your child, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCo will work with your child and their teachers to create a passport of support plan for them.

What opportunities will there be for me to discuss my child's attainment and achievement?

There will be daily access and contact from school through the Class Charts school app.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's form tutor will meet you during progress evenings to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo is also bookable for you to attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff to action.

If you have concerns that arise between these meetings, please contact your child's class teacher.

How will my child be involved in decisions made about their education?

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey or review their passport. The outcomes of passport reviews will be shared with parents electronically.

How will the school adapt its teaching for my child?

All students are welcomed into our community. We hope that they will make the best use of the opportunities offered to them to help them achieve their full potential.

Every student at LCHS has the opportunity to follow all National Curriculum subjects as well as an appropriate GCSE curriculum pathway.

We are committed to narrowing the attainment gap between SEN and non-SEN students through adaptive High-Quality Teaching. We use data to track student progress accurately, and your child will be set challenging targets.

Our own challenge is to support your child in attaining them. We share examples of good practice during departmental meetings. Sharing information enables colleagues to work together to overcome learning barriers.

We may also provide a targeted intervention following a review of the passport or an assessment of need.

How will the school evaluate whether the support in place is helping my child?

Your child's progress is carefully tracked throughout their schooling, and we use this data to identify areas which might need support. All leaders and Assistant Headteachers together with the subject specialist will construct programmes of study designed to maintain and build on your child's learning.

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-10 weeks (intervention specific)
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will the school support my child's mental health and emotional and social development?

Pastoral and Social Support

At LCHS we have Pastoral Teams in all year groups, working directly with students to build up strong relationships in support of their emotional and social needs. All students have a Form Tutor who they see each day at the start of the day. The tutors are supported by a Progress Leader and Pastoral Manager to form the year team. Our year teams move through the school with the students. Where staffing retention allows, a

student's tutor, Progress Leader and Pastoral Manager will start with them in Year 7 and move with them through to the end of Year 11. In Sixth Form they are supported by a further team of specialists.

Our inclusion and SEN teams enhance our pastoral offer providing additional emotional and social support to those who need it through interventions such as friendship group, starve the anxiety/ anger gremlin, ELSA (Emotional Literacy Support) and solutions-focused coaching. We have a clear behavioural policy – LCHS Conduct for Learning Policy - which is regularly updated. All child protection issues are reported to our Designated Safeguarding Lead, Paul Fragle. In addition, we engage support from MHST, LCGL, NBS, Energise and Think for the Future (TFTF) to further enhance our social SEMH support offer.

Medical Needs

If your child has specific medical needs, you will need to contact the Pastoral Manager for your child's year group. If needed, a care plan will be written to support the needs of your child. If your child requires ongoing medication, please contact the Pastoral Manager for your child's year group. All medicines are stored in a locked medical cupboard.

Behavioural Needs

If your child has specific difficulties regarding behaviour, they might need a Pastoral Support Plan (PSP). This will be developed between parents, school and outside agencies.

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer.

<https://www.lincolnshire.gov.uk/send-local-offer>

For further information and support please contact the school, Local Education Authority or Liaise.

liaise@lincolnshire.gov.uk