



SEND INFORMATION REPORT 2026-27

Support for children and families at Poplar Farm School

Our commitment to inclusion

At Poplar Farm, every child is valued as an individual. We are committed to an ambitious, inclusive education in which pupils with Special Educational Needs and/or Disabilities (SEND) learn alongside their peers wherever appropriate, experience belonging and success, and receive the support and reasonable adjustments they need to participate fully in school life.

Updated: September 2026

WELCOME & KEY INFORMATION

What is this report?

This report explains how Poplar Farm identifies, supports and works with children and families where a child has Special Educational Needs and/or Disabilities. It is written for prospective, new and current parents and carers and is reviewed at least annually.

Headteacher Mrs Hodson	Senior SENDCO Mrs Rowntree
SENDCO Mr Goodchild	Behaviour, Relationships & Learning Mentor Miss Smith
The Hive Mrs Rowntree Mr Goodchild Mrs Askew	Contact enquiries@poplarfarmsch-cit.co.uk sendco@poplar-cit.co.uk

Lincolnshire Local Offer

Lincolnshire's SEND Local Offer brings together information about education, health, care, activities and support for children and young people with SEND and their families. A link should be provided from the SEND section of the school website.

Our approach

We start with high-quality, inclusive teaching for all. Where a pupil needs something additional to or different from the provision ordinarily available for pupils of the same age, we use the graduated approach: Assess, Plan, Do, Review. We focus on the child's needs and barriers to learning rather than diagnosis alone.

RESPONSIBILITY

SEND is the responsibility of everyone

Headteacher Has overall responsibility for SEND provision and for ensuring statutory duties and school policies are implemented.	SENDCO team Leads day-to-day SEND provision, coordinates support, advises colleagues and liaises with pupils, parents/carers and external professionals.
Class teachers Remain responsible and accountable for the progress and development of every pupil in their class, including pupils receiving support from teaching assistants or specialists.	Teaching assistants Support access, independence, targeted teaching and interventions under the direction of the class teacher and SENDCO team.

Staff training and expertise

- Annual safeguarding training and Keeping Children Safe in Education updates.
- Paediatric first aid is held by identified staff.
- Some staff are trained in Team Teach approaches, including de-escalation and positive behaviour support.
- Staff access training and advice relating to autism, dyslexia, speech and language, sensory needs, visual/hearing impairment and other specific needs as required.
- Specialist training is arranged when a pupil's individual needs require it, with advice from relevant external professionals.

A whole-school approach

Inclusive practice is strengthened through ongoing professional development, SEND briefings, coaching, observation, collaboration with specialists and regular review of provision.

WORKING TOGETHER WITH FAMILIES

Children make the strongest progress when school and families work openly and consistently together. Parents and carers know their child best; school staff bring knowledge of learning, curriculum and provision. Both perspectives matter.

What families can expect from us We will listen to concerns, communicate respectfully, explain decisions, involve you in planning and review, share progress, seek consent where required, and tell you when we believe further assessment or specialist advice is needed.	What we ask of parents/carers Share relevant information early, attend review meetings where possible, tell us about changes that may affect your child, support agreed strategies at home when appropriate, keep contact details updated, and raise concerns with the class teacher promptly so we can respond.
Regular communication Class teacher conversations, parents' evenings, ISP/EHCP reviews, SEND meetings, telephone/email contact and home-school communication where this is part of an agreed plan.	Resolving concerns Begin with the class teacher. If the concern remains, contact the SENDCO team. Where needed, the Headteacher or the school's published complaints procedure can be used.

Important

A diagnosis does not automatically mean that a child requires SEND Support, and a child does not need a diagnosis before school can identify and respond to SEND. Decisions are based on the child's individual needs, barriers, progress and the provision required.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A pupil is identified as having SEND when they have a learning difficulty or disability that calls for special educational provision, provision that is additional to or different from that ordinarily available for pupils of the same age.

How concerns may be identified

- Parent/carer or pupil concerns
- Teacher and teaching assistant observations over time
- Progress and attainment information
- Changes in behaviour, attendance, engagement or wellbeing
- Early Years observation and assessment
- Standardised or specialist assessment
- Advice from external professionals

The Graduated Approach

Type of support	Examples
ASSESS	• Gather information from the pupil, family and staff • Review progress, strengths, barriers and previous strategies • Use observation, assessment and specialist advice where appropriate
PLAN	• Agree clear, achievable outcomes and small-step targets • Identify strategies, adjustments, resources and interventions • Agree who will provide support and how impact will be measured
DO	• Put the plan into action • Class teacher remains responsible for progress • Provide targeted or specialist support where needed
REVIEW	• Review progress and the impact of provision • Gather pupil and parent/carer views • Adapt, continue, reduce or increase support as evidence indicates

THE POPLAR FARM SEND PATHWAY

Our pathway begins with inclusive quality-first teaching and moves through increasing levels of monitoring, targeted support and specialist involvement. Children can move forwards or backwards through the pathway as their needs change.

Type of support	Examples
Stage 1	Quality-first teaching, reasonable adjustments and ordinarily available provision. Teacher identifies and responds to an emerging need.
Stage 2	Internal referral to SENDCO; monitoring and assessment; discussion with parents/carers; targeted strategies are trialed and reviewed.
Stage 3	Where additional to or different from provision is required, the pupil may be placed on the SEND Register. An ISP is written and reviewed; external agency advice may be sought.
Stage 4	For complex and persistent needs, evidence may support a request for an Education, Health and Care needs assessment. An EHCP is not guaranteed; the local authority makes the statutory decision.
Review is central	
At every stage we ask: Is the child making satisfactory progress? What is helping? What needs to change? The aim is the right provision at the right time - not progression through stages for its own sake.	

HOW WE SUPPORT PUPILS WITH SEND

Provision is matched to need and reviewed through Assess - Plan - Do - Review.

Type of support	Examples
Ordinarily Available Provision	• Inclusive high-quality and adaptive teaching • Reasonable adjustments • Visual supports, scaffolding and accessible resources • Classroom routines and support available to all pupils
Targeted Support	• Time-limited or ongoing interventions based on assessed need • Small-group or individual teaching • ISP targets and progress monitoring • Additional adult support where it promotes access and independence
Specialist Support	• Individualised provision informed by external professionals • Specialist assessments, programmes, equipment or training • Enhanced transition or care planning • EHCP provision where a statutory plan is in place

The four broad areas of need

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health
- Sensory & Physical

The SEND Code of Practice describes four broad areas that help schools plan support. A child may have needs across more than one area, and support is personalised.

COMMUNICATION & INTERACTION

Type of support	Examples
Ordinarily Available Provision	• Clear routines and consistent expectations • Visual timetables, now/next and visual prompts • Simplified language and chunked instructions • Additional processing time • Modelling and demonstration • Structured partner talk and communication-friendly classrooms
Targeted Support	• Explicit teaching of social communication • Social skills work, social stories and comic-strip conversations • Individual communication targets through an ISP • Lego Therapy, Bucket/Attention Autism approaches where appropriate • Speech and language programmes recommended for the pupil
Specialist Support	• Speech and Language Therapy advice/support • Individualised communication programmes • Specialist communication boards, systems or devices • Working Together Team involvement • Training and consultation from external professionals

COGNITION & LEARNING

Type of support	Examples
Ordinarily Available Provision	• Scaffolding and chunking • Worked examples and modelling • Retrieval practice and overlearning • Visual supports and concrete manipulatives • Accessible/adapted resources • Alternative ways to record learning
Targeted Support	• Pre-teaching vocabulary and concepts • Additional phonics, reading fluency or maths practice • Precision Teaching • Short-term catch-up or overlearning programmes • Individual targets monitored through an IEP
Specialist Support	• Specialist Teaching Team referral/advice • Educational Psychologist advice • Personalised intervention programmes • Assistive technology where recommended • Individualised curriculum adaptations and specialist assessment

SOCIAL, EMOTIONAL & MENTAL HEALTH

Type of support	Examples
Ordinarily Available Provision	• Positive relationships and behaviour approaches • Clear routines and predictable expectations • Emotion coaching and trusted adults • Regular check-ins and pastoral support • Opportunities to develop resilience, emotional literacy and self-regulation • Access to quieter/calmer spaces when appropriate
Targeted Support	• 1:1 or small-group pastoral intervention • Drawing and Talking or other evidence-informed support where appropriate • Individual behaviour/support plans • Targeted attendance or reintegration support • Structured regulation plans and check-ins
Specialist Support	• Behaviour Outreach Support Service (BOSS) • Mental Health Support Team / health services where criteria are met • Early Help and Team Around the Child approaches • Therapeutic or specialist recommendations from external professionals • Enhanced packages of support for complex needs

SENSORY & PHYSICAL

Type of support	Examples
Ordinarily Available Provision	• Flexible seating and appropriate classroom positioning • Movement and sensory breaks • Reduced sensory distraction where needed • Writing aids and adapted classroom resources • Inclusive PE and enrichment • Accessibility considered across the environment
Targeted Support	• Sensory circuits • Fine-motor support • Individual sensory profile • Additional movement/regulation opportunities • Adapted equipment as recommended • Support to develop independence and self-care skills
Specialist Support	• Physiotherapy / Occupational Therapy involvement where referred • Sensory Education Support Team for visual/hearing needs • Personal/intimate care plans • Moving and handling plans • Environmental adaptations and specialist equipment • Specialist staff training and outreach • Working Together Team support

THE HIVE

Targeted specialist-style support within our mainstream school



The Hive provides a quieter, more flexible space for identified pupils whose needs mean they benefit from additional regulation, communication, sensory or engagement support alongside access to their mainstream class.

Purpose To reduce barriers to learning and participation, support regulation and engagement, and provide carefully planned opportunities for pupils to develop communication, independence and readiness to learn.	Curriculum Provision is personalised. For some pupils - particularly younger children or those working at an earlier developmental stage - this may include a play-based, practical curriculum away from the classroom for part of the day, while maintaining meaningful links with peers and the wider school.
Use of the space The Hive is not a separate school or a permanent placement. Access is based on assessed need, planned outcomes, staffing and the child's individual timetable.	Review The impact of Hive provision is reviewed alongside the child's wider SEND plan, with the aim of supporting progress, participation, wellbeing and appropriate independence.

Inclusion remains the goal

Children are supported to access the broadest appropriate range of classroom, social, enrichment and whole-school experiences, with reasonable adjustments and risk assessment where needed.

PUPIL VOICE & INDEPENDENCE

We recognise that every child has strengths, interests, views and aspirations. SEND support should be done with children, not to them.

- Pupils contribute to ISP and EHCP reviews in a way that matches their age and communication needs.
- We ask what is going well, what feels difficult, which strategies help and what they would like to achieve next.
- Pupil views may be gathered through conversation, visuals, questionnaires, observations, photographs or supported communication.
- Targets and provision should promote independence rather than unnecessary adult dependence.
- We celebrate strengths, interests and achievements as well as identifying areas where support is needed.

Preparation for adulthood begins early

Independence, communication, self-advocacy, relationships, emotional regulation and life skills are important throughout primary school and are considered when planning support and transitions.

ACCESSIBILITY, MEDICAL NEEDS & INCLUSION

Accessibility

- Wheelchair access to the main building and pupil entrances
- Four toilets adapted for disabled users
- Wet room with shower facility
- Wheelchair-accessible lift between ground and first floor
- Access to iPads/laptops and adapted resources based on need
- Reasonable adjustments to curriculum, environment, information and activities

Medical needs

Where a pupil has a medical condition, the school works with families and relevant health professionals so the child can access education safely. Individual Care Plans, medication arrangements, personal care plans, risk assessments and staff training are put in place where required.

Trips, clubs and wraparound care

Pupils with SEND are included in educational visits, clubs and wider school life wherever reasonably possible. Individual needs are considered through planning, reasonable adjustments and risk assessment. Poplar Pioneers wraparound care is available to pupils, with individual risk assessment where required.

EXTERNAL PROFESSIONALS

Type of support	Examples
Educational Psychologist	• Assessment and consultation relating to learning, cognition, emotional wellbeing and complex needs • Advice on outcomes, strategies and provision
Specialist Teaching Team	• Assessment/advice for learning difficulties and specific learning needs • Observation, consultation and target setting
Speech & Language Therapy	• Assessment and advice for speech, language and communication needs • Programmes and specialist recommendations
Working Together Team	• Support for social communication and autism-related needs • Observation, consultation and staff advice
Sensory Education Support Team	• Support for pupils who are visually impaired, deaf/hard of hearing or deafblind • Advice on access, equipment and classroom practice
Other services	• BOSS, Mental Health Support Team, Early Help, paediatric/health services and other professionals according to need and referral criteria

External referrals are made when evidence indicates that specialist advice is needed and in line with the service's criteria. Waiting times and thresholds are determined by the relevant service.

TRANSITIONS

Starting school

Information sharing with nurseries/pre-schools and families; visits; meetings; liaison with existing professionals; additional transition where needed.

Moving class/year group

Staff handover; transition sessions; visits to the new classroom; photographs/social stories; additional meetings and individual plans where appropriate.

Moving to secondary school

Early liaison with receiving schools; sharing SEND records and provision; additional visits; parent/pupil meetings; transition booklets or photographs; enhanced planning for pupils with complex needs.

Joining Poplar Farm mid-year

Prompt information gathering from the previous setting and family, review of existing plans and provision, and early assessment of any additional support required.

For pupils with an EHCP

Transition planning is linked to the outcomes and provision in the statutory plan. Annual reviews consider the next phase of education and the support required for a successful move.

PROGRESS, REVIEW & EHCPS

How we know support is working

- Progress towards individual outcomes and ISP targets
- Curriculum attainment and small-step progress from the pupil's starting point
- Engagement, independence, communication, regulation and participation
- Attendance and wellbeing where relevant
- Pupil and parent/carer views
- Observation and assessment by staff and external professionals

Individual Support Plans (ISP's)

Where a pupil is receiving SEN Support, an IEP may be used to record priority outcomes, strategies and provision. Plans are reviewed with families and pupils across the year, with changes made in response to evidence.

Individual Care Plans (ICP's)

Where needs such as an allergy or health condition present a risk of harm, affects the pupils participation in school, or requires provision that is additional to or different from the school's usual arrangements, an ICP is created. Plans include known allergies, symptoms, preventative measures, medication, emergency procedures and arrangements for lessons, lunchtimes, clubs and educational visits. Each ICP is shared appropriately with staff, reviewed annually, and updated following any change or allergic reaction.

Education, Health and Care Plans (EHCP's)

Where needs are complex, persistent and may require provision beyond the resources ordinarily available to the school, evidence from the graduated approach may support a request for an Education, Health and Care needs assessment. The local authority decides whether to assess and whether to issue an EHCP. Existing EHCPs are reviewed at least annually.

Key principle

An EHCP is a statutory plan, but day-to-day responsibility for high-quality teaching, reasonable adjustments, inclusion and monitoring remains with the school.

CONCERNS, COMPLAINTS & USEFUL LINKS

If you are worried about your child

- Speak to your child's class teacher first.
- If concerns continue, arrange a meeting with our SENDCO Team.
- Where appropriate, involve the Headteacher and follow the school's published complaints procedure.
- For concerns relating to an EHCP or local-authority decision, independent advice and mediation/appeal routes may also be available.

Key guidance

- SEND Code of Practice: 0 to 25 years (statutory guidance)
- Children and Families Act 2014 and SEND Regulations 2014
- Equality Act 2010
- Keeping Children Safe in Education 2026
- Supporting pupils at school with medical conditions
- Lincolnshire SEND Local Offer

Review of this report

This SEND Information Report is intended for the 2026-27 academic year. It should be reviewed annually and updated sooner if information changes during the year.

Poplar Farm School | SEND Information Report 2026-27