

## Long Sutton Primary School



### **Our Aim 'Be a Star'**

**We aim for all learners to have the skills to work collaboratively, be resourceful, reflective, independent, motivated learners. We aim for all learners to have the life skills necessary to succeed in today's world.**

## **SEN Information Report September 2021**

### **Special Educational Needs and Disabilities at Long Sutton Primary School.**

At Long Sutton we believe that all children have the right to accessing a broad and balanced curriculum. We recognise that many children will experience special educational needs at some point during their school life as there are many factors which may contribute to a child experiencing difficulty in learning. We are committed to working in collaboration with parents to ensure the needs of all children are met.

### **Definition of SEN (Department for Health & Education, June 2014)**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

### **Aims of SEND provision at Long Sutton Primary School:**

- All children are given fair access to the curriculum and that each child's achievements are valued.
- We identify and assess children with SEND as early as possible.
- All procedures for identifying children with SEND are known by everyone. There is involvement of the parents/carers and child at every stage.
- We provide differentiation within a balanced and broadly based curriculum, in a way which supports children with SEND.
- Records follow the child through the school which are clear, factual and up to date.
- We raise staff awareness and expertise through INSET and other CPD opportunities
- There is adequate resourcing for SEND.
- We maintain close links with the support services, other schools and agencies.

As of September 2014, all schools have been required to publish details of its school offer, detailing support for pupils with special educational needs and/or a disability to compliment the Lincolnshire Local Authority Local Offer. The Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the available provision and how to access it; and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled children and those with SEN and service providers in its development and review.

Below are details of the current school offer at Long Sutton Primary School and the Local Offer for Lincolnshire.

Weblink to Lincolnshire Local Offer <http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

What do some of the acronyms that I see mean?

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BOSS	Behaviour Outreach Support Service
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EHA	Early Help Assessment
EP	Educational Psychologist
ESCO	Early Support Care Coordination
EWO	Education Welfare Officer
FLL	Family Liaison Leader
FSM	Free School Meals
HI	Hearing Impairment
KS	Key Stage

LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PLAC	Previously Looked After Child
PSA	Parent Support Advisor
PSP	Pastoral Support Programme
SalT	Speech & Language Therapy
SEMH	Social, Emotional & Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
STT	Specialist Teaching Team
TAC	Team Around the Child
VI	Visual Impairment

## What is SEND?

### SEND register

This is a list of all the pupils in the school who have special educational needs (SEN) and/or a disability. This is a record for the SENCo and staff and allows monitoring of the progress of those pupils who need extra support.

Any pupil on the SEND register has been identified as having a special educational need and/or disability. Extra support will be given to these pupils to help them to make progress.

If your child is placed on the SEND Register, they will have specific individual targets set out on a Pupil Profile. This allows for close monitoring of the additional provision a child receives and allows parents/carers to see what a pupil will be receiving support for.

Some pupils with significant needs will always be on the SEND Register because they will always need support. Other pupils may only need support for a short amount of time and if they no longer need that support, then they will be removed from the SEND Register in discussion with parents/carers.

#### SEND Policies

- Special Educational Needs & Disability Policy
- Inclusion & Equal Opportunities Policy
- Equality and Diversity Policy
- Medicines in Schools Policy
- Accessibility Policy

#### Accessibility

Most of our school is accessible for wheelchairs. Corridors are sufficiently wide for anyone in a wheelchair. All walkways and entry through double doors are on one level. We have a disabled toilet with a red emergency pull cord and there is disabled car parking space available. There is a hygiene suite also available within the school.

We always make reasonable adjustments for pupils and their parents/carers, where we can. We work closely with parents/carers and any outside agencies who give us advice. Over the years we have provided coloured overlays, therapy equipment and swapped classrooms to name just a few.

We go to great lengths to ensure that any pupil with a special educational need and/or disability has the necessary adult support or required equipment so that they can take part in activities such as school trips and residential trips.

## What happens if I am concerned about my child's progress or my child is identified as having SEND?

#### Who do I speak to if I have concerns about my child?

Your first point of contact should always be your child's class teacher. If you are worried about the progress your child is making either academically and/or socially your child's class teacher will listen to your concerns. They will try to address the issues through class support but may feel they need to seek further advice from the Inclusion Leader or Family Liaison Leader. This does not automatically mean that your child will be placed on the SEND register but if this is felt to be the best course of action you will then meet with the Class Teacher and/or Inclusion Leader to discuss your child's needs in more detail and how your child will be supported.

### Who is the Inclusion Leader?

The Inclusion Leader at our school is Mrs M. Ford. She is responsible for overseeing the support for SEND & EAL pupils. Should you wish to meet with Mrs Ford to discuss any concerns or issues with your child then please ring the school office or speak with a member of our office staff to arrange an appointment.

Mrs Ford's role involves:

- Supporting staff with writing Pupil Profile targets and identifying appropriate interventions;
- Signposting parents/carers to appropriate support when necessary;
- Making referrals to external agencies;
- Linking with external agencies, gathering advice and making sure that it is put in place;
- Supporting staff in providing the correct intervention and equipment for pupils;
- Linking with other schools to support transitions
- Making requests for statutory assessment to Lincolnshire County Council;
- Keeping up to date with relevant guidance and statutory information;
- Attendance at professional development courses;
- Organizing and delivery of relevant training for all staff;
- Maintaining and updating records of pupils;
- Meeting with parents to discuss progress against Pupil Profile targets where necessary;
- Ensuring children with medical needs (who may or may not be identified as SEND) have their needs met and appropriate care plans are in place;
- Overseeing Pastoral Support Plans and coordinating involvement from Pupil Reintegration Team and Behaviour Outreach Support Service.

Mrs Ford will be able to offer advice about how to identify if your pupil has any special educational needs and what support they might need. She can make direct referrals to many outside agencies to make sure that your child's needs are met in school.

Mrs Ford is a qualified teacher who has held the role of SENCo for several years and holds the National SENCo award, a qualification now needed by all SENCos. Mrs Ford holds an Ekklan qualification for supporting pupils with speech and language difficulties, has completed training about Autism, ADHD, Trauma, Anxiety, Restorative Practice, Downs Syndrome and Literacy Difficulties as well as completing Mental Health First Aid Training. She is part of the Senior Leadership Team at Long Sutton and is also a Deputy Designated Safeguarding Lead within the school

### Who is the Family Liaison Leader?

The Family Liaison Leader at our school is Ms J. Morris. She is responsible for helping children who may be experiencing wellbeing, emotional, social, relationship difficulties or behavioural needs and working with parents/carers to help them to support their children, signposting to outside agencies or securing support as appropriate. Ms Morris is also the Designated Safeguarding Lead for the school.

If my child has English as an additional language, how long would it be before they would be identified as having SEN?

As a school we allow children up to 2 years to acquire basic spoken and written English language skills if they join us part way through the English education system. Where there is evidence that your child is finding it difficult to retain the English they are taught, we would discuss with you whether or not there were any concerns in your child's home language. Assessments can still be carried out using STT and we can also use the Educational Psychologist and any other agencies to support our assessments of your child if it is deemed necessary. It is only if the area of need was specifically linked to learning English that we would wait up to the 2 years.

Should I tell the school if my child has any difficulties and they have English as an additional language?

It is extremely important that we are made aware of anything that may affect your child's ability to learn and engage with their peers. This may be a medical need, an identified specific learning difficulty such as dyslexia or social and communication difficulties. It would also include information linked to difficult family circumstances such as separated parents, lack of family support network in this country or the death of a close family member as all of these situations can affect your child in school.

What will happen if the school has concerns about my child's needs?

Concerns might be raised through analysis of data at varying points throughout the year, through Pupil Learning Conferences with the Assistant Headteacher for Teaching and Learning, through observations of a child in and out of the classroom and monitoring pupils work.

The Class Teacher would discuss their concerns with you to gain your views and may then put some additional support in place to identify whether the gap in learning can be filled or a barrier to appropriate interaction with peers can be removed. This would be put in place for approximately six weeks and progress against targets reviewed.

If there is still a concern it is likely that the child would be placed on the SEND register and appropriate support put in place and recorded on a Pupil Profile. You would be informed at every stage of the process, and asked to sign a 'Gold' form giving your consent for the child to be on the SEND register.

What different needs might a child have?

At Long Sutton Primary School we constantly strive to ensure we meet the needs of the individual. Each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Inclusion Leader, Headteacher and Class Teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs. Special Educational Needs (SEN) are divided into four areas. Below are some examples of what our school can provide.

**Cognition and Learning (Learning Need)**

- Different approaches to learning, e.g. visual aids such as use of pictures, visual timetables; practical approaches including roleplay, sensory learning.

- Differentiated work matched to the child's ability – this may include a simplified and/or scaffolded approach, a different way of recording their understanding or the amount of time given.
- Different/extra resources, e.g. word cards, number squares, vocabulary books, computer programmes, recordable devices (Sound Buttons etc)
- Special English or Maths programmes, e.g. Precision Teaching, Toe by Toe, Power of 2, Numbers Count, First Class @ Number,
- Additional adult support, group work, individual support both in and out of the classroom.

### **Communication and Interaction (Speech and Language)**

- Resources provided by the Speech and Language Therapy Service - First Call, Colourful Semantics;
- Vocabulary development programmes including Racing to English and Tower Hamlets Induction Package;
- Communication and language games aimed at developing understanding or increasing vocabulary;
- Social skills games;
- Use of Makaton - an early sign language tool
- Visual Literacy resources aimed at developing talk for writing;
- Advice and Guidance from the Social Communication Outreach Team

### **Social, Emotional and Mental Health**

- Risk assessments where necessary
- Pastoral Support Programme working in collaboration with the Headteacher, Inclusion Leader and Family Liaison Leader
- Social skills activities including board games, social stories, Seeing Red programme, TalkAbout for Teenagers, Boxall Profile activities, Volcano in my Tummy, FRIENDS programme, Lego Therapy,
- Self Esteem strategies including reward schemes and Jigsaw PSHE activities,
- 1:1 or small group work with a BOSS worker
- Activities with a member of the Healthy Minds Team
- 1:1 work with an Early Help Worker (accessed through completion of an EHA)
- Family Liaison Leader and Pastoral Assistants available for pastoral support as and when required.
- Drawing and Talking Therapy

### **Medical, Physical and Sensory Needs**

- Specialist equipment such as work screens, headphones, pencil grips, coloured overlays, fiddle toys, listening stations
- Specialist training from outside agencies, such as specialist nurse for pupils with disabilities and medical needs including epilepsy and diabetes;
- Advice and guidance from Occupational Therapists as required;
- Advice and guidance from Physiotherapists as required;
- Advice and guidance from Sensory Impaired Service;
- Advice and guidance from Social Communication Outreach
- Access to Sensory Circuits (through assessment in school) carried out daily in school.

#### What is a Pupil Profile?

A Pupil Profile is a document which identifies what your child finds difficult and sets small achievable targets to help them to make progress. Pupil Profiles are child friendly and written from the child's point of view so that they are easy to understand. The profile is shared with you in the Autumn, Spring and Summer terms either at parent consultation meetings with the class teacher or with the Inclusion Leader at a separate meeting. At these times, we will review the previous targets to let you know the progress your child has made against the targets they were set. You will be given a copy of the new Pupil Profile so that you can support your child with each of the targets.

At the review meetings you will be asked to sign a 'gold form' which is a record of attendance and/or communication regarding your child's needs.

#### What is a Health Care Plan?

Children who have medical needs may have a health care plan written using information provided by medical professionals working with your child and in collaboration with yourself. This will be on an agreed school format and will be shared with you. When all parties are in agreement with the actions that will take place to ensure the safety and wellbeing of your child you will be required to sign the plan.

The health care plan will be shared with all appropriate staff members including lunchtime staff and a copy kept in the class file so all staff, including those on supply, are aware of your child's needs.

Health care plans are updated annually and/or when updated medical information is provided with the Inclusion Leader, Mrs M Ford.

#### Where will the information about my child be kept?

SEN files kept in the classroom contain a Pupil Profile and work related to their targets. More sensitive information such as Educational Psychologist reports are kept in a locked cupboard in the Inclusion Leader's office and information regarding TAC meetings is kept in the Headteacher's office or increasingly on the secure electronic system CPOMS. Information is shared with appropriate staff to enable all adults working with your child to be sensitive to their needs and support them throughout the day including at lunchtimes.

At all times, the Records Management Policy is adhered to.

#### How will my child be involved in the process and be able to contribute their views?



Depending on your child's age and ability your child may be asked how they feel they have progressed against their targets. This will be done in an informal way through discussion with the Inclusion Leader, Class Teacher or Teaching Assistant.

Pupil Profiles are shared with your child too, so that they understand what they are trying to achieve and what we are going to do to help them in school.

Where appropriate your child will be asked to identify their own areas for development which will be considered when writing new Pupil Profile targets.

When working with adults on their targets children will regularly be asked how they feel they are getting on and given feedback from the adult they are working with, about their progress against their targets.

#### The process of getting a diagnosis for specific learning needs.

The Inclusion Leader, in agreement with the Head Teacher or Assistant Headteacher for Teaching and Learning, will identify that a pupil has a difficulty which is preventing them from learning in the same way as their peers and will place them onto our SEND Register.

Pupils will only receive a diagnosis if they have a specific difficulty. A specific difficulty is something that has been identified as being a particular barrier to learning, such as Dyslexia, a social communication need, ADHD or that they have a medical need. This is not an exhaustive list of specific needs – please see the Inclusion Leader if you have any further queries.

Depending on the concern raised, the Inclusion Leader can make direct referrals to a variety of external agencies. If the concern is a specific difficulty such as ADHD or a social communication need, or indeed a medical need, the Inclusion Leader can make a direct referral to the Community Paediatrician. If the referral is accepted, you will receive an appointment with a paediatrician, who will give you further information and an assessment may begin.

If you are concerned that your child has a specific learning difficulty such as Dyslexia, receptive or expressive language difficulties, the Inclusion Leader can make a referral to a Specialist Teacher from a team called the 'Specialist Teaching Team' (STT). They can identify if a pupil has difficulties consistent with Dyslexia, language acquisition and expression difficulties and provide advice about how best to support their needs. Specialist Teachers can undertake a variety of assessments with pupils so this is not an exhaustive list as assessments carried out will very much be dependent on the needs of the child and the ability they have to access such assessments.

If you are concerned that your child has a speech and language difficulty, the Inclusion Leader can make a referral to the 'Speech and Language Therapy Service' (SALT) in Lincolnshire. A therapist may then assess and identify if a pupil has a specific speech and/or language difficulty and provide advice about how best to support their needs. This may involve work for school and home to carry out with the child or a therapist may come in to work with the child alongside a member of school staff.

### How long does a diagnosis/referral take?

Referral time will vary depending upon the agency involved. Referrals to the NHS (Community Paediatrics and Speech and Language Therapy Service) take considerably longer. On average it can take between three to four months to receive an appointment. Once a referral has been made by the school with your consent, it will be yourselves as parents/carers who will receive direct communication from the hospital. Not all pupils will receive a diagnosis and/or decision. Where diagnoses are made, this can take a considerable amount of time depending upon the individual. In many cases, a diagnosis follows several appointments, which could take more than a year.

The Inclusion Leader can accompany families to initial appointments with a paediatrician if it is felt that such support is useful.

Referrals to the Specialist Teacher are made within the school and the time taken for your child to be seen will be dependent on how many referrals have been made at that point. This can take anything from two weeks to a whole school term. Where the Specialist Teacher identifies a specific difficulty you will be informed through a written report completed by STT and sent home to you. The Specialist Teacher is happy to discuss reports with parents and appointments for this can be made through the school office.

### What happens once a diagnosis has been made?

We do not wait until a diagnosis has been made to put appropriate support in place, since this can be a very long process. If it is clear that a pupil has a difficulty and displays barriers to learning, we will do everything that we can to support them. This may include moving the child to a more prominent position in relation to the Interactive Whiteboard in the classroom, changing the size/type of font to aid reading, providing timers and work screens to support a child's ability to focus as well as possible additional support with an adult (either in or out of the classroom) to name but a few.

If a diagnosis is made, we will seek advice from the relevant outside agencies about how best to support the pupil. This advice will be identified on the pupil's profile and shared with you and discussed at a meeting. We will put this advice in place straight away or once the relevant resources/equipment have been purchased.

If a child is identified as have a special educational need we strive to ensure that all people working with that child is informed of how best to support that pupil. This may include teaching assistants, midday supervisors, volunteers and in some cases, other pupils in school.

### What would the next step be if school felt that further additional support was needed for my child? (Education, Health & Care Plans)

After intensive support provided by the school and following input from external agencies a recommendation may be made to refer your child for a statutory assessment by the Local Authority. This decision would be made if your child was making very limited or no progress against targets despite intensive support and would be done with your consent and these discussions are normally held at a review meeting. If your child fulfilled the criteria as set out by the Local Authority they may be given an:

## Education, Health and Care Plan (EHCP).

An Education, Health and Care Plan is a legal document which is produced by the Local Authority following a 20 week assessment and consultation process. This document will continue to outline a pupil's special educational need and the support that the school needs to put in place. A pupil will only be awarded an EHCP once the school's normal resources have been exhausted and they cannot meet the pupil's needs without additional resources and/or funding – an extensive amount of evidence, collated over at least 3 school terms is needed as part of the initial referral, unless there are exceptional circumstances such as a life-changing illness/injury where no previous support had been required.

## How can I get an Education, Health and Care Plan for my child and how long does it take?

You can make a parental request to the Local Authority for a 'Request for Statutory Assessment' or the school can make a request. If you make a parental request, the Local Authority will ask the school to complete a 'Professional Advice Form', the same as if the school make a request. However the request is made, the Local Authority will want to see as much evidence as possible about your child's needs, what has been put in place to help them and what impact the support has had on your child's progress. The process takes approximately 20 weeks from when the referral is received at Lincolnshire County Council.

## My child has an EHCP but now I feel that they need a special school place, what do I do?

If at any point you or the school feel that a mainstream school can no longer meet your child's needs, an early Annual Review will be called. Any discussions about school places need to be discussed at the Annual Review, preferably with any supporting outside agencies present to give their views. The request for a special school place will be noted on the Annual Review form and the Local Authority will consult the named special school. A decision will then be made based on whether any places are available and if the special school could meet your child's needs. It is important to be aware that a recommendation does not guarantee a place at a special school.

# What does SEND look like at Long Sutton Primary School?

## What do our pupils say about the support they receive at Long Sutton?

'The support I get has helped with being able to join in PE and PHSE. It has helped me get better at reading and writing and I know who to go to when I need help'

'Being in Triangulum helps me with maths and being brave to try the tricky things. Having more adults is good to help us. I am happy in school now'.

### What do parents say about Long Sutton Primary School?

'The staff in school have been approachable and always willing to help find the best ways of supporting my child. They have worked hard to make sure their move to Secondary School went smoothly and have continued to be there even when he left the school.'

### What do outside agencies working within our school say about us?

'Long Sutton Primary School buy in the Specialist Teaching Team (STT) to ensure at least three visits each month. The Service is used efficiently and effectively for the assessment, monitoring and support of pupils with educational needs who may then receive specialist individualised teaching support sessions based on their assessment outcomes. The school Inclusion Leader/SENCo, Assistant Headteacher for Teaching & Learning and Specialist Teacher meet termly to plan and review the pupils and discuss new referrals to ensure the pupils most in need of support are receiving it. The Inclusion Leader/SENCO is well qualified and experienced and manages the provision for pupils with SEN, ensuring the needs of the individual are catered for appropriately. The school also has an excellent pastoral team to support the pupils' wider social needs and offers Key Stage 2 pupils who struggle with a mainstream curriculum the opportunity to access learning at their own pace and thrive within a specialist nurture group. As an outside agency STT is fully involved in the SEN within the school and believes the provision and support to be of an excellent quality.' (Amy Bell, STT)

'Long Sutton Primary school have an inclusive policy and are committed to providing a good education for all of the pupils. The SEN team provide a caring and nurturing environment and understand the importance of considering the social and emotional needs of their pupils in order to help them achieve their best in the learning environment.' (Chris Lee, Social Communication (including Autism) Outreach Teacher)

'...the school has continued to demonstrate its strong commitment and excellent practice in supporting the most vulnerable pupils and the improved progress and attainment of these children demonstrate how effectively they do this. The school is active in looking to learn, develop and improve on an ongoing basis and is becoming recognized as a hub of excellence within its locality, using their expertise to support others with a growing track record of leading training for other schools across the county.' (Caring2Learn Project Team)

### Who will support my child in school?

Any of the following may work with your child in order to support them in achieving their Pupil Profile targets and to help them fulfil their potential:

- Class Teacher
- Teaching Assistant
- Inclusion Leader
- Family Liaison Leader
- Pastoral Teaching Assistants
- Midday Supervisors
- BOSS Workers

- Healthy Minds workers
- Early Help Workers
- Speech and Language staff
- Healthy Minds
- Any other members of staff who have appropriate qualifications and/or experience

#### How will they catch up with lessons they have missed?

Withdrawn support is a carefully planned approach to support your child's learning. Where possible, the additional work they complete outside of the classroom will be linked to what the class is doing, however there will be occasions when a gap is identified that is separate to main class teaching. Where this is the case children are withdrawn in short sessions to address these gaps and enable them to then fully engage with the learning in the classroom. In many cases, children's needs are met within the classroom through guided work with either the class teacher or teaching assistant.

#### Who can my child talk to if they are worried or have concerns?

There are many ways your child can express concerns in school. Children who may require additional emotional support will be given a 'Be a Star' card by Ms Morris. This means that as long as they show the adult responsible for them, such as class teacher or midday supervisor, they will be allowed to find Ms Morris to discuss their worries. If more time is needed, the Family Liaison Leader may identify further intervention is required and will organize this accordingly. This may be working with peers on friendship concerns or activities to boost self-esteem.

The Family Liaison Leader is also a visible presence across the school who children can approach with worries without the need for a timetabled session.

If a child appears to be finding friendships particularly difficult, the class teacher, Family Liaison Leader and Inclusion Leader may, along with the child concerned, identify a 'buddy' to support positive playtimes, lunchtimes and learning time. The buddy will be a child chosen in agreement with your child and adults in school, who will support them emotionally and ensure that they have someone to talk to/ play with for as long as is required.

#### What training and experience do staff have for the additional support my child needs?

Our Inclusion Leader holds the National SENCo Award and is also accredited by Elklan. She has also attended Restorative Practice training, Solutions Focused Coaching, Autism training, ADHD training, Mental Health first aid, trauma training, anxiety training, and is also a qualified teacher and Deputy Designated Safeguarding Lead.

Our Family Liaison Leader is very experienced in holistic family support and also has responsibility for safeguarding of pupils in school. Recent training attended includes TAC forums and training, attachment and trauma training, mental health first aid, Healthy Minds training, supporting bereaved children, Restorative Practice, Solutions Focused Coaching, voice of the child, Healthy Relationships, family coaching. Ms Morris also has extensive experience of liaising with external agencies to support families needing further intervention.

All staff at our school have regular training in a great number of areas of special educational needs and disability. Most staff have had training in the following:

- Autism
- Speech, Language & Communication Needs
- Social, Emotional & Mental Health
- Restorative Practice
- Positive Handling
- Epipen training
- First Aid
- Precision Teaching
- Safeguarding training
- Asthma

Some staff have also received training regarding:

- Paediatric First Aid
- Downs Syndrome
- Lego Therapy
- Drawing and Talking Therapy
- Diabetes
- Epilepsy
- Makaton
- Wellcomm Intervention
- Specific reading interventions
- Specific maths interventions
- Relationship, social and emotional development

What role might adults both from in and out of school have in supporting my child?

<b>In School</b>		
Inclusion Leader	4 days per week	<ul style="list-style-type: none"><li>• To coordinate interventions, resources, meetings with parents and external agencies;</li><li>• Monitor progress of children identified as requiring additional support;</li></ul>

		<ul style="list-style-type: none"> <li>• Attending regular training to disseminate to staff;</li> <li>• Leading meetings linked to Pastoral Support Plans/BOSS Intervention</li> </ul>
Class Teachers	<p>17 – 12 full time, 5 part time</p> <p>Nursery – 1 full time, 4 part time and 1 relief staff member.</p>	<ul style="list-style-type: none"> <li>• Providing guided group support in all curriculum subjects;</li> <li>• Providing differentiated activities in all curriculum subjects;</li> <li>• Assessing pupils progress in all curriculum subjects;</li> <li>• Delivering interventions out of class;</li> <li>• Writing SMART targets for Pupil Profiles based on PIVAT assessments, whole class assessments and/or advice received from external agencies.</li> </ul>
Pastoral Teaching Assistant	4 part time	<ul style="list-style-type: none"> <li>• Delivers specific interventions based around anger, self-esteem, social skills, emotional wellbeing etc</li> <li>• Support for pupils in the playground</li> </ul>
Class based Teaching Assistants	<p>16 staff</p> <p>1 x TA Apprentice</p>	<ul style="list-style-type: none"> <li>• In-class support for individuals or small groups of children;</li> <li>• Implementing advice from external agencies and class teachers when delivering Pupil Profile sessions or small group activities;</li> <li>• Delivering targeted intervention for identified pupils.</li> </ul>
<b>External Agencies</b>		
Specialist Teaching Team (STT)	<p>3 planning visits per year;</p> <p>75 hours per year;</p> <p>Observation, advice, attendance at review meetings on request.</p>	<ul style="list-style-type: none"> <li>• Assessment and advice for pupils whose progress is a cause for concern (by referral only).</li> </ul>
Educational Psychologist		<ul style="list-style-type: none"> <li>• Observation, advice, attendance at review meetings on request.</li> <li>• Cognitive assessments.</li> <li>• Advice to staff and parents on a range of learning needs.</li> <li>• Staff training.</li> </ul>

Sensory Education Support Service	Referral; Advice on request	<ul style="list-style-type: none"> <li>• Access to support and advice for children with visual or hearing impairments.</li> <li>• Target setting and monitoring of pupils progress.</li> </ul>
Healthy Minds	Referral through Early Help Assessment	<ul style="list-style-type: none"> <li>• 1:1 work with pupils</li> <li>• Small group work</li> </ul>
Child and Adolescent Mental Health Service	Referral	<ul style="list-style-type: none"> <li>• Access to support and advice for children with Mental Health issues.</li> </ul>
Behaviour Outreach Support Service	Referral	<ul style="list-style-type: none"> <li>• 1:1 work with pupils</li> <li>• Staff training</li> <li>• Target setting and monitoring progress</li> <li>• Support for parents</li> </ul>
Early Help Worker	Referral through Early Help Assessment	<ul style="list-style-type: none"> <li>• Targeted family support</li> </ul>
Social & Communication (including Autism) Outreach Service	Referral	<ul style="list-style-type: none"> <li>• Offer consultancy support (observation, meetings, strategy recommendations, learning environment support etc)</li> <li>• Training for school staff</li> <li>• Support for parents</li> </ul>
Speech & Language Therapy (SALT)	Referral	<ul style="list-style-type: none"> <li>• Advice, guidance and programmes based on individual need;</li> <li>• Attendance at review meetings on request.</li> </ul>
ECLIPS	Referral (usually by SALT)	<ul style="list-style-type: none"> <li>• 1:1 work with pupils</li> <li>• Advice and provision of activities for the classroom and withdrawn support</li> </ul>
Young Person and Children's Nurse	Annual Health checks; Referral;	<ul style="list-style-type: none"> <li>• Heights &amp; Weights in Reception;</li> <li>• Advice on individual pupils as required;</li> <li>• Delivering training as needed e.g. Epilepsy, EpiPen, Diabetes</li> </ul>



Community Paediatrician	Referral	<ul style="list-style-type: none"> <li>• Assessment of individual pupils referred by school;</li> <li>• Children have to meet criteria set out by them;</li> </ul>
Early Support Care Coordination Service (ESCO)	Referral	<ul style="list-style-type: none"> <li>• Targeted support from various agencies involved with a pupil including medical professionals, social care, schools, Pathways to review targets and progress.</li> </ul>
Single Agency Support	Early Help Assessment	<ul style="list-style-type: none"> <li>• Help from school where no external agencies are involved.</li> </ul>
Team around the Child	Referral through Early Help Assessment	<ul style="list-style-type: none"> <li>• Targeted or specialist support from various agencies involved with a pupil including medical professionals, social care, schools, Pathways to review targets and progress.</li> </ul>
Social Services	Referral	<ul style="list-style-type: none"> <li>• Social Worker involvement which may include support from an Early Help Worker. This may fall under either Child in Need or Child Protection.</li> </ul>
Visual Processing Clinic	Referral	<ul style="list-style-type: none"> <li>• Appointment at local hospital to identify any areas to be supported</li> <li>• Provision of activities to be delivered both at home and school</li> </ul>

How will additional funding be used to support my child?

Funding received into the school will be used for purchasing resources to support pupils identified as having special educational needs and/or a disability. This may be used for additional hours for supporting pupils as well as the support we receive from some external agencies.

Where a child is in receipt of an EHC Plan, specific funding will be allocated to your child so that necessary resources (including staff) can be purchased.

How will my child be included in activities outside the classroom including school trips?

As an inclusive school all children are supported in accessing all activities including visits outside of school where possible. This may include walking to church and around the local area, coach trips linked to individual class topics, residential trips and sporting activities. If adaptations need to be made, this would be discussed with you in advance to ensure the safety and wellbeing of your child. All visits offsite require a risk

assessment to be carried out in accordance with the Academy Trust and any risks/hazards would be identified on this. School will work very closely with you as a parent/carer to ensure your child is fully engaged and included wherever possible.

### How will the school prepare and support my child to join the school?

#### **Entry into Nursery/Foundation Stage**

If your child attends a pre-school/nursery, the SENCo there will normally inform us that your child will be joining us and that he/she has special educational needs. The Inclusion Leader at our school will then attend any meetings (when invited to attend) at the pre-school before they start, so that we have a clear picture of your child's needs and what support they might need when they join us. The Inclusion Leader will also speak with outside agencies involved where necessary to make sure that any advice is in place.

If your child has significant needs, they may need some extra visits to our Foundation Stage class in addition to those already provided through Induction Sessions.

#### **Joining school at other times, e.g. mid-year**

If your child joins our school at any other time in their school life and they have additional needs, their previous school should send us all their pupil information, which would identify that they have special educational needs. As a school we endeavour to put support in place that is appropriate based on our initial assessments and observations of your child. The information from the previous school should tell us what support has been in place which will also help us to see what has worked well and give us important information about areas for development. It would be useful if you could also tell us all about your child and their needs. If outside agencies are involved, the Inclusion Leader will contact them so that they continue to support your child in our school. This will often be through a review meeting to which you, the parent/carer, will be invited.

#### **Moving from one class to another**

When your child moves from one year group to another, the two teachers (current and new) meet together to discuss each pupil. The current teacher will pass on any significant information to the new class teacher so they are kept fully informed. Any pupil who has a special educational need and/or disability will have a Pupil Profile and possibly other support plans such as a Health Care Plan or Pastoral Support Programme. Current relevant paperwork is passed on to the new teacher so that they have a full understanding of the pupil, their needs and what support needs to be in place to help them. The Inclusion Leader will also ensure that new teachers and support staff are informed about pupils with SEND so that there is a smooth transition between classes and support continues as soon as pupils start in their new classes in the new academic year.

#### **Moving to another Primary School**

If your child moves to a new school due to relocation, once we have been informed that they are on roll at their new school, we will send on any relevant paperwork, including documents such as Pupil Profiles and outside agency reports. The new school will then have all the relevant information needed to put support in place as soon as your child joins them. It is always helpful for you to also keep the new school staff informed and make sure that they have received the paperwork from us.

### **Moving to Secondary School**

The Inclusion Leader at our school invites all the secondary school SENCOs during the final term of Year 6 to inform them of all pupils with special educational needs and/or disabilities joining their school. Details of the pupil's needs are passed on to the new SENCO, along with details of what support has been in place at our school to help them. Our Inclusion Leader passes on information about any outside agencies that have been involved and all SEN paperwork is passed on, including documents such as Pupil Profiles and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

#### Will my child be treated differently within the class group?

The ethos of our school is such that we are inclusive of all children. Support within the classroom will include differentiated work and use of appropriate resources dependent on a child's needs. This will not exclusively be for SEN pupils as there are many different needs within all classes.

If your child, in agreement with yourself, felt that pupils needed to be made aware of their needs, this would be organized in collaboration with yourself.

## What do I as a parent need to know/do?

#### How can I be involved in supporting my child?

It is important that you make us aware of anything that you feel may impact on your child's ability to access learning in school. This may include letting us know if there have been changes in home circumstances as the emotional impact of this can become a barrier to learning.

If your child is being seen by medical professionals, school will not be sent a copy of the report so it is always best to inform us of any new information yourself so that we can support your child.

We strive to work together to improve outcomes for your child so it is vital that you attend any meetings regarding your child's progress in school. This includes parent consultation meetings, Pupil Profile reviews, Annual Reviews, TAC meetings, ESCO meetings, pastoral support meetings.

When attending review meetings, you will be given a copy of the new Pupil Profile for your child so that you are aware of their targets. Ideas of how you can support this learning at home, including websites, resources and activities that you could use can all be discussed at these meetings.

#### How can I access support for myself and my family?

Your first contact should always be with your child's class teacher and if they are not able to help, the Family Liaison Leader and/or Inclusion Leader will be happy to listen to your concerns and where necessary will give you contact details of more appropriate support services.

These may include:

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2> (Local Offer website)

<https://www.lincspcf.org.uk/> (Lincolnshire Parent Carer Forum aim to improve the quality, range and accessibility of services for families with children that have disabilities and SEN and often host coffee mornings throughout the South Holland District).

#### How can I help during a transition?

It is always helpful for you to personally speak with new staff to make sure that they are fully aware of your child's special educational needs and/or disability and any changes in circumstances. Always check, after a short time, that support has been put in place and that you understand what help your child is receiving. If moving to a new school, take your child to visit the school so that you can both see the environment and ask any questions which you may have.

#### What happens if I am unhappy with the way the SEN process develops?

If you have any concerns at any point your first point of contact should be the Inclusion Leader. If your issue is still not resolved you should request an appointment with the Headteacher.

If your concern is related to an unsuccessful statutory assessment you should follow the procedures set out by the Local Authority for appeals and tribunals. You can also access support from Lincolnshire Parent Carer Forum.

**\*\*Provision detailed in the School Offer is reviewed regularly to reflect changing needs within the school and according to the funding that is available within the school budget. The document will be modified according to such changes\*\***