# ST HELENA'S CHURCH OF ENGLAND PRIMARY SCHOOL SEND INFORMATION REPORT

Telephone number: 01507 462367 Email: admin@st-helenascofe.lincs.sch.uk

# Our 'Local Offer' of support to children with Special Educational Needs and Disabilities (SEND) and their families

We are an inclusive school and strive to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching.

If your child needs additional help, you will have many questions - we hope the following will help you.

## WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

- Speak to your child's class teacher about your concerns.
- Work together on a plan of action for extra support within school and at home, if needed.
- Your child's class teacher will speak with the Special Educational Needs and Disabilities
   Coordinator (SENDCo) and if appropriate your child may be placed on the SEND register.
- A Learning Plan of individual targets will be discussed with you and then implemented as soon as possible. This may include the involvement of outside agencies for advice and support.

The key people in school who can help with information and advice are:

Mr Goddard - SENDCo

Mr Anderson - Headteacher

Mr Startin and Mrs Roberts -SEND Governor

### HOW WILL SCHOOL RESPOND TO MY CONCERNS?

- We will arrange a meeting with you and the class teacher, to discuss concerns. This could be at a parents' evening or after school.
- The class teacher will discuss your concerns with the SENDCo.
- A further meeting may take place with you and the SENDCo if necessary.
- Depending on your child's needs, outside agencies may be requested to assess or observe your child
- A plan of action called a 'Learning Plan', will be put together with you and your child. This contains specific targets and how school will help your child to achieve them.
- The plan's targets will be reviewed regularly (at least 3 times a year) with you and your child.

### HOW WILL SCHOOL DECIDE IF MY CHILD NEEDS EXTRA SUPPORT?

In our school, children are identified as having SEND through a variety of ways including:

- Liaison with Pre-school settings/previous schools
- Concerns raised by a parent
- Identification by external agencies e.g. Health, Speech and Language
- Formal or informal in-school assessments. If limited progress has been made it will show up on our tracking system which is regularly updated and monitored

- Adult observations over a period of time from teachers, teaching assistants or midday supervisors, including if there is a sudden change in the child's behavior
- Pupil discussions

For more information on our criteria for SEND, please see our SEND Policy on the school website.

### WHAT WILL THE SCHOOL DO TO SUPPORT MY CHILD?

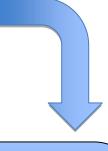
We support children with a variety of needs, including dyslexia, ADHD, Autism, Sensory impairments, medical needs, physical disabilities, and social and emotional difficulties.

Below is an outline of the Assess, Plan, Do, Review process which we use for all SEND children:

# **ASSESS**

This could be through:

- formal assessments, such as termly testing; weekly spelling, times tables and mental maths tests; unaided writing; guided reading and comprehension exercises
- informal means, such as observations over time and discussions
- agency assessments



#### REVIEW

Targets will be reviewed regularly with your child in class and their progress discussed with you at least 3 times a year at Parent's Evenings.

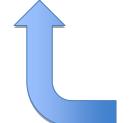
If targets are being met more regularly, you may be invited in more frequently to discuss progress.

Review meetings will focus on progress made by the child, effectiveness of the interventions used and next steps.

#### PLAN

Targets specifically focused on your child's individual needs are created as part of their Learning Plan.

These targets use assessed information such as progress towards End of Year expectations



#### DO

A range of different strategies are used which might include:

- In class support using a teaching assistant
- Small group support within or outside the classroom to focus on specific skills
- 1:1 support within or outside the classroom on more individualised targets
- Agency support 1:1 or with a small group with a specialist in the field
- Specific teaching practices to support your child

## WHO WILL SUPPORT MY CHILD IN SCHOOL?

Who?	How and Why?
Class Teacher	Sets targets based on your child's needs and tasks that are appropriate and accessible for your child
	Will be ultimately responsible for ensuring the intervention is provided and effectively monitored.
Teaching Assistants	Day to day support within the classroom within class tasks (on a 1-1 level or with a small group)
	May provide additional interventions for specific areas of need
	Directed by the teacher to support the targets set in Learning Plans.
SENDC <sub>0</sub>	Can support with effective target setting
	Monitors the effectiveness of intervention groups through the use of provision maps
	May complete referrals to agency support, including writing letters detailing your child's need to GPs
	May lead review meetings and complete relevant paperwork
	Will monitor provision and support across the whole school.
Midday Supervisors	May provide support for monitoring and supporting personal, social and emotional needs of your child through play
Additional agency support	May complete assessments or observations to support with further details regarding your child's need
''	Will support with target setting
	Will be involved in the review process and deciding next steps.
SEND Governor	Will oversee the provision for SEND and implementation of the SEND Policy within school.

# WHAT TRAINING AND EXPERIENCE DO STAFF HAVE FOR THE ADDITIONAL SUPPORT OF MY CHILD'S NEEDS?

All staff have had training in First Aid, Safeguarding and behaviour management. Teaching staff have also had training on supporting children with autism, dyslexia and how to write effective personalised targets. We also have Elklan trained staff and our SENDCo is Team Teach trained.

Our SEND support staff have a wealth of experience in supporting children with additional needs, including complex medical needs.

# HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO THE CHILDREN'S SEND NEEDS?

Provision is made for all children who have additional needs using allocated funds within the school budget.

We have a team of TAs who are funded from the SEND budget who deliver programmes designed to meet the needs of individual children as well as small groups of children where the identified need is similar.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support. We also employ a highly skilled teacher from the Specialist Teaching Team to assess and support any child who may have additional needs.

If a child has a statement/EHC Plan the school's budget may be supplemented by additional funding from the Local Authority.

# WHO ELSE MIGHT BE INVOLVED IN SUPPORTING MY CHILD?

We are fortunate to be able to access a range of agencies to support children with additional needs:

Agency	Support Available
Specialist Teaching	Support for teachers on the use of interventions and
Team	specific learning needs
	Support either through 1-1 or small group work on key
	skills, directed by the SENDCo
	Completes assessments to identify areas of need including
	the identification of dyslexia
Educational	Observations and assessments to support with learning,
Psychologist	personal, social, emotional and mental health needs
	Support with target setting
	Individual and small group work on specific needs
Speech & Language	Assessments of speech difficulties and language
Therapy	acquisition
	1-1 blocks of work on specific speech targets
Social,	Observations to support children with social,
Communication	communication difficulties including those with Autism
Outreach	Support with target setting

#### We can also make referrals to:

- GPs and Paediatricians
- Child and Adolescent Mental Health Service (CAMHs)
- Educational Welfare Service
- Teaching and Learning Centre
- Casy Counselling Service
- Sensory Impaired Support Service

We also have regular visits from the School Nursing Team to check hearing and weights in specific year groups.

# WHAT SUPPORT WILL THERE BE FOR MY CHILD'S SOCIAL AND EMOTIONAL WELL BEING?

#### Pastoral and Social Support

- Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs
- All incidents are communicated to the relevant members of staff and recorded in the Behaviour Incidents File
- All child protection issues will be reported to one of the safeguarding officers in school Head teacher and Senior Teacher
- We have a clear behaviour policy, available on our website, which is adhered to by all staff
- Interventions are planned for personal, social and emotional development by need across the school. The content of this will vary according to the identified needs of the children involved but could include social development, small group work, self-esteem workshops and 1-1 support
- We have a structured PSHE curriculum and the use of circle times to promote speaking, listening, empathy, working together, turn taking and following social rules.

#### Medical Needs

- If your child has specific medical needs then please contact the office so the SENDCo can ensure appropriate plans to support your child are put into action
- If needed, a 'care plan' can be written to inform staff of the specifics of the condition and what should be done to support the needs of the child. This may be written in conjunction with health professionals such as the School Nurse
- If your child requires ongoing medication, please contact the school office and complete a medicine administration form. All medicines will be stored in a locked cupboard in the office (unless it is an Epi-pen) and records will be kept of when they are administered. (See Medicines Policy on the website for more detailed information)

### Support for behaviour (including attendance and exclusion)

If your child has specific difficulties regarding behaviour they may have a behaviour plan. This will follow the Assess, Plan, Do, Review process:

## **ASSESS**

Your child will be observed by the adults involved and agency support such as the Educational Psychologist, will be requested when required to understand the nature of the difficulty.



## **REVIEW**

Progress towards the targets will be reviewed with you and your child termly. Any agencies involved will contribute to the review. Next steps will be agreed upon.

## PLAN

Based on the observations, specific targets to support your child in their particular difficulty will be drawn up. These will form a Behaviour Plan. The plan will include triggers for the behaviours, actions to prevent the behaviours, calming down strategies, procedures for adults involved and rewards.

# <u>DO</u>

The Behaviour Plan will be put into place, with all adults working with your child being made aware of the plan and the targets.

### HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

**Review Meetings** - When your child's targets are being reviewed they will be asked to contribute to the process by thinking about their progress, what has worked well for them and what their next steps should be.

**Social Stories** - These are written with individual children to help them to manage their emotions and behaviours in a certain situation.

On-going recording of views - Your child's views and responses will be recorded throughout interventions to inform future planning.

School Council - Your child can also contribute to the wider school through School Council meetings.

## HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

If your child has Special Educational Needs or Disabilities then they will require support that is 'additional to and different from' the rest of the class. However, this does not necessarily mean that they need to be taught outside of the classroom, it simply means that teachers need to ensure we use a range of different strategies to support your child's learning.

Using ICT to record	Using ICT to support learning	Using drama techniques
e.g. using I-pads to record or to type as an alternative to writing	e.g. apps to develop basic skills in a motivational way	e.g. using hot seating, freeze framing, filming and other speaking and listening activities
Using concrete apparatus	Use of seating	Use of talk partners
e.g. practical resources in maths, magnetic letters for spelling	e.g. careful positioning on the carpet/ at tables, to ensure support and attention	e.g. sharing ideas and peer learning
Use of different groupings	Use of visual aids	Use of pre-learning
e.g. mixture of ability, mixture of age, same ability	e.g. visual timetables, displays, learning walls, success criteria and word mats	e.g. sharing key points of the learning and vocabulary prior to the lesson

For children with physical disabilities, one to one assistance may be given during PE and apparatus, planning and provision adapted to meet their individual needs.

# WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S ACHIEVEMENTS? HOW WILL I KNOW HOW WELL MY CHILD IS PROGRESSING?

We pride ourselves on the positive relationships we forge with parents and carers as we understand that to support a child fully, we all have to work together. We have an 'open door' policy at school so if you ever have a concern or just want to find out how your child is doing, then simply speak to your class teacher. If they cannot speak to you straight away, they will arrange a mutually agreeable time to talk to you. Other opportunities for feedback are:

Opportunity	Details	Frequency
Review meetings	Learning Plans are reviewed with parents and pupils	At least 3 times a
		year
	Statements/Education & Health Care Plans (EHC plans)	
	are reviewed with parents and pupils	Once a year
Assessment or	Feedback will be given for any assessed report or	As required
observation feedback	observation from an outside agency or the SENDCo.	
from outside agencies	These may coincide with review meetings.	
Parent Meetings	Targets reviewed	3 times a year
	Opportunities for discussions with SENDCo	
Class teacher	When there are concerns or particular achievements to	As required
feedback	celebrate, you may be contacted for a meeting	
Home/School books	Particular children may have a written record of	Daily/weekly
	daily/weekly incidents or achievements	

#### HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

Three times a year your child's progress against age related expectations will be recorded on our tracking system. Their level of achievement is decided upon using tests, classroom work and observations such as:

- End of year expectation statements
- Standardised assessments (carried out by Specialist Teachers and Educational Psychologists)
- Early Learning Goals and Ages and Stages in Foundation Stage
- Reading and Spelling age assessments
- Assessment for learning carried out within the classroom by the teacher, self- assessment and peer assessment
- Progress towards individual targets as recorded in their Learning Plans

These help to identify areas of weakness to target. If your child is struggling they will be given specific targets which will be discussed with them initially and then with you. If they continue to struggle it may be necessary to formalise their specific needs by applying for an 'Educational Health Care Plan'. This is the new legal document mentioned in the' Children and Families Act 2014'. It brings together all relevant agencies appropriate to your child's needs and will clearly set out what actions are required.

# HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

Through our broad and balanced curriculum, we enhance our children's learning through the use of first hand experiences such as school visits and residential trips in order to bring learning to life. We will always include your child in visits, ensuring any specific needs they have are taken into account with our risk assessment. We may ask for your support on a visit, dependent on your child's needs.

All children have equal rights to attend our extra-curricular clubs and we make all 'reasonable adjustments' to ensure they can. If the club is run by an external agency we will make sure that they are aware of any specific needs your child has that would impact on the activities within the club.

Our Breakfast Club is available to all pupils and if you would like your child to attend please make us aware about your child's specific needs.

### HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

To support your child in accessing the school facilities we have:

- Easy access to all classrooms either through classroom doors or through the main office
- A disabled toilet and changing facilities
- Support to communicate with English as an additional language (EAL) parents would be provided by the ethnic minority service (EMAS)

# HOW ACCESSIBLE IS THE CURRICULUM?

To support your child in accessing the curriculum we have:

- Access to laptops, I-pads, cameras and microphones
- Easily accessible practical equipment in each classroom, such as mathematics resources

# HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THE SCHOOL?

### Early Years Transition:

- The Early Years teachers visit feeder nurseries including our own
- Parents are encouraged to look round with their children.
- Visits are arranged the term before starting to coincide with the whole school change over week
- School receives and uses relevant paperwork to plan extra support if needed
- Agencies already involved are consulted
- Parents are given an opportunity to attend an information event before their child starts in September

## Transition between classes:

- There is an exchange of information between teachers during a staff meeting session
- Transition opportunities with their new teacher in their new class before the end of the summer term
- Extra lessons with the new teacher can be arranged if a pupil is particularly anxious
- A parents' evening in the Autumn term to discuss settling in and any concerns

# HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO TRANSFER TO SECONDARY SCHOOL?

We understand that this is a daunting time for all pupils but more so if your child has SEND needs. We support your child by:

- Meetings are arranged with outreach services and SENDCos from Secondary Schools for parents if required
- Information is shared with the Secondary School through transfer of paperwork, face to face meetings, emails, etc
- Secondary SENDCos and Teaching Assistants may visit pupils in school to provide them with additional information and meet them prior to any visits
- Additional visits can be put in place to meet each child's individual needs

• If your child has an Educational Health Care Plan, relevant outside agencies and the Secondary School SENDCo will be invited to the annual review prior to transition

# HOW CAN I BE INVOLVED IN SUPPORTING MY CHILD?

There are many ways that we would encourage you to support your child in school:

- By attending meetings about your child as regularly as possible
- At target setting reviews you will be asked to comment on progress and make suggestions for future targets
- You will be asked to support your child in achieving these targets either through the normal homework or with extra work/games which we will provide for you
- All parents are asked to hear their child read regularly, assist in learning spellings and their times tables
- You may wish to volunteer in your spare time to hear readers or support with an after-school club
- By attending celebration events such as open days, class assemblies, Christmas performances and fundraising events
- Completing the annual parent questionnaire and other methods of feedback that we may use

# HOW CAN I ACCESS SUPPORT FOR MYSELF AND MY FAMILY?

Some useful organisations are:

Organisation	Telephone	Website/Email
Lincolnshire County	01522	http://www.lincolnshire.gov.uk/parents/support-and-aspiration/
Council Support and	782030	
Aspirations		
Lincolnshire Children's	01522	
Services	554673	
Parent Partnership	01522	www.lincolnshireparentpartnership.org.uk
	553351	
Parentlineplus	0808 800	www.parentlineplus.org.uk
	2222	
The National Autistic		www.autism.org.uk
Society		
Lincolnshire ADHD	01522	lincoln.adhd@btconnect.com
Support Group	539939	
FMC Coming	01407	line aline de la cinali
EMC Services	01427	emc_lincs@lincolnshire.gov.uk
Equality for Minority	787190	
Communities	04500	
Lincolnshire Centre	01522	
Grief & Loss	546168	Ir Jacob Living
Alford's Children's	01507	<u>alfordCC@lincolnshire.gov.uk</u>
Centre	463218	
Lincolnshire County		www.lincolnshire.gov.uk/SENDlocaloffer

Council - Local Offer	
information	

### WHO CAN I CONTACT FOR FURTHER INFORMATION?

For any further help and advice please contact:

Your child's class teacher (your first point of contact)
SENDCo - M Goddard
Headteacher - Mr Anderson
SEND Governor via the School Office

If you have a complaint about the way in which your child's SEND are being provided for and the normal route of talking to their class teacher or the head teacher has not been successful, then the Governors can be contacted through the Clerk to Governors, Linda Storr, at the school address.