

1. What should I do if I think my child has special educational needs?

Talk to your child's class teacher. Don't wait until parent's evening; come and see us.

Your child's class teacher will talk to the Inclusion Team. This is made up of

Mr Beaven – Head teacher

Mrs Kyle – SENDCO

You will then be invited to a meeting, within two weeks, to agree the steps we will take together.

2. How will the school decide if my child needs extra support?

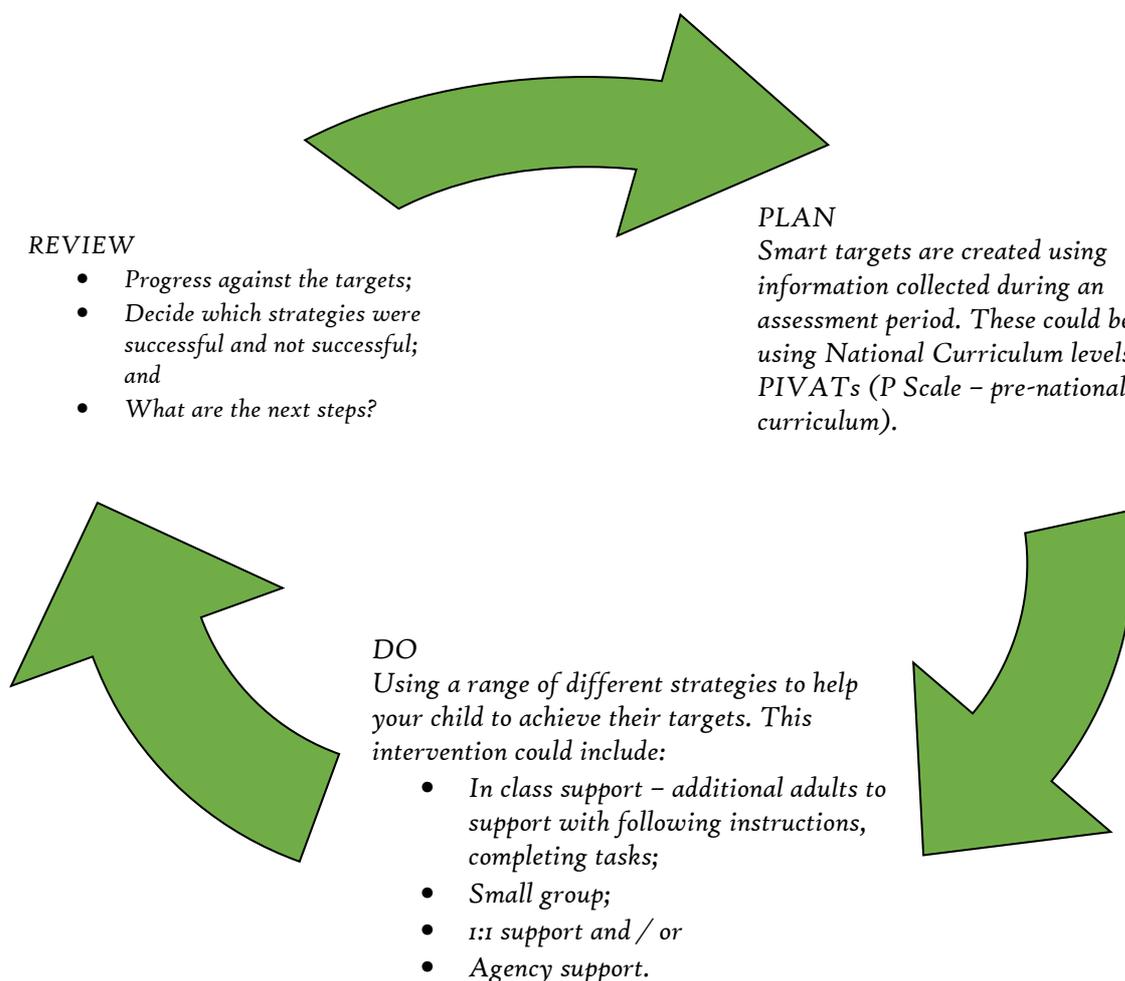
We have lots of different ways of deciding on the need for support;

- *Liaison with parents/carers prior to the child starting school*
- *Liaison with other schools prior to the child transferring to our school*
- *Daily assessment of learning in class (a child may also express their concerns in a particular subject)*
- *Termly reviews of child's attainment and progress which indicates if the child is performing below age related expectations*
- *Concerns raised by parents*
- *Concerns raised by adults in school, for example behaviour or self-esteem is affecting performance*
- *Liaison with external agencies*
- *Health diagnosis through a paediatrician*

3. What will the school do to support my child?

Together we will agree on specific targets for your child to work towards. These will be recorded on an Individual Provision Map (IPM).

A review cycle will then be followed and reviewed a minimum of once a term, the child, parents, class teacher and SENDCO are invited to the review meeting.



4. Who will support my child in school?

Your child will be supported by a team of experienced staff. They may also be Volunteers who listen to children read or support in class.

Who?	How and Why?
Class Teacher	Sets targets based on your child's needs Will be ultimately responsible for ensuring the intervention is provided and its effectiveness monitored
SENDCO	Can support with effective target setting Monitors the effectiveness intervention groups through the use of provision maps for each year group May complete referrals to agency support, including writing letters of your child's need to GP's
SENTA	May provide support for reading, spelling, memory games, structured programmes, basic maths skills either through 1:1 or small group work Directed by the teacher and SENDCO to support the targets set
Teaching Assistants (in class)	Day to day support within the classroom with in class tasks (maybe 1:1 or in a small group) May provide additional intervention, e.g. handwriting, additional reading, scribing in writing, basic maths practise) Leads Personal, Social and Emotional intervention groups Directed by the teacher to support the targets set
Midday supervisors	May provide support for monitoring and supporting personal, social and emotional needs of your child through playground games, initiating play, monitoring progress in a specific area (e.g. forming friendship groups) Directed by the teacher to support the targets set
Administration	Will add your child's special education need to the central record
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	Overseeing the provision for SEN

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

- Mr Beaven -Postgraduate Certificate in Professional Studies in Education (Special Educational Needs)
-Loss and Bereavement Training
-Safeguarding
- Mrs Kyle - National Award for SEN coordination

All staff have attended training on Safeguarding, Dyslexia, Social Communication Disorder and Medical training as and when required.

6. Who else might be involved in supporting my child?

Where appropriate, outside agencies will be asked to support your child and the staff who work with them.

These may include:

- Educational Psychologist –
- Speech and Language Therapist –
- Social and Communication Outreach Teacher –
- Sensory Education Support Service –

7. What support will be there for my child's emotional and social well-being?

All staff build up a strong relationships with children to support their emotional needs. The children of year 5 work as peer mediators to help resolve issues between children on the playground. This is aimed as the first point of call for the children to take some responsibility to problem solve without adult intervention.

All child protection issues will be reported to Mr Beaven (Head Teacher).

We have a clear behaviour policy which is adhered to by all staff.

Intervention for personal, social and emotional development are planned. The content of this will vary dependent on the needs of the children. Stories, circle time and sharing experiences form a staple part of the group.

Circle time happens in every classroom to promote speaking, listening, empathy, working together, turn taking and following social rules.

An Individual Provision Map (IPM) may be used and reviewed as in part 3.

If your child has specific medical needs then please contact either your class teacher or the SENDCO so appropriate plans can be put into action. If needed a 'Health Care Plan' can be written to inform all staff of the specifics of the condition and what should be done to support the needs of the child.

If your child requires ongoing medication, please contact the school office and complete a medicine administration form.

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

Our school uses the graduated approach to review planning as set out in the SEN code of Practice 2015. Your child will be asked for their thoughts regarding their progress towards their targets, what strategies have worked well, what they think they may need support with next.

9. How will the curriculum be matched to my child's needs?

If your child has SEN then they will require support that is 'additional to and different from' the rest of the class. This does not 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 the child's learning. This may include interventions; differentiated curriculum; seating for learning; and use of ICT.

10. What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

- You will be invited to review meetings which will happen at least every term.*
- You will be invited to meet with outside agencies to discuss your child.*
- You will be invited to parents' evening meetings which take place after a progress report has been sent home.*
- You will receive general feedback through awards and celebrations.*
- It may be required to set up a manageable home-school book or chart which may form part of your child's Individual Provision Map (IPM).*

Your child's teacher will always make themselves available to discuss any specific issues at an appropriate time. Please contact them to arrange a mutually convenient time.

11. How does the school know how well my child is doing?

We carefully track all of our children's progress across each term through the use of data and through observations.

If your child is not meeting their age-related expectations, we may use a range of assessment tools to help us pinpoint how best to support them including:

- National curriculum levels*
- P Scales (PIVATs) – steps before the National Curriculum for children in Year 1 and above*
- Early Learning Goals – for children working within the Foundation Stage*
- Reading and spelling age assessments*
- Standardised assessments (completed by Specialist Teacher and Educational Psychologist) – this gives us a clearer picture of areas of strength and development against children nationally*

- *Assessment for learning – within the classroom, self-assessment against the 4 p's, use of talking partners to share ideas, writing next steps.*

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

We frequently use educational visits and residential trips to enhance the learning in the classroom and make it 'come to life'. We will always include your child on a visit, ensuring any specific needs they have are taken into account with our risk assessment. If you wish to support your child during a visit, please contact your class teacher. Dependent on the needs of your child, you may be asked to support them on an educational visit.

All children have an equal right to attend our extra-curricular clubs.

Our breakfast club and after school club is provided by Playmates, please contact them with any specific issues on 01522 731581.

13. How accessible is the school environment? How accessible is the curriculum?

The school building is on one level and accessible by wheel chairs.

Support to communicate with English as an additional language (EAL) parents would be provided by the Ethnic minority service

Access to state-of-the-art ICT equipment (including iPads)

Teachers are able to tailor their lessons according to your child's individual needs and make reasonable adjustments to the curriculum to ensure all children are included.

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

If they are joining us at 4 years old, then we have strong links with our feeder nurseries and to ensure a smooth transition. They regularly join us for events at school such as World Book Day or we will join them such as Christmas Carol Concerts.

Our Foundation Stage Staff will visit the nurseries to meet your child and receive and use relevant paperwork from the nursery, e.g. your child's learning journey, any SEN or medical information.

There is a parents meetings with your child's class teacher before they start school and we will organise a home visit when staff will come to meet you and your child at home.

We attend review meetings at our feeder nurseries.

If they are joining us at any other time, we have a programme of transition which includes getting to you paperwork and peer group buddies.

Transition between year groups also involves:

- *Sharing of information between class teachers (including paperwork, successful strategies)*
- *Class swap days where your child will meet their new teacher*
- *The review meeting in the summer term involves your child's new class teacher as well as the present one.*

15. How will the school prepare and support my child to transfer to a new setting/school/college?

We understand the transfer to secondary school can be a daunting time for everyone and maybe even more so if your child has SEN. We may support you and your child by:

- *Organising agency support for transition.*
- *Provide information about the needs of your child to their transferring school through face to face meetings, paperwork, emails, etc.*
- *Complete transition booklets to support your child in becoming familiar with the new routines of the school, e.g. maps, timetables, photos of key members of staff*
- *Organise additional visits to the school*
- *Invite the SENDCOs from the secondary schools to come to the last review meeting of Year 5 and 6.*

16. How can I be involved in supporting my child?

Parents are given a lot of practical ways to support their child's development in school and at home. We often give parents:

- Games for developing memory, spellings, maths
- Useful websites and apps
- Strategies for reading, e.g. reading to your child, with your child, before they read to you
- Specific agency advice – could be games, organisational strategies (e.g. visual timetables), behaviour management strategies
- Letters to support referrals to Paediatricians

Parents are always encouraged to support within school through:

- Donating spare time, e.g. to listen to readers, check spellings
- Share your own talents, e.g. art, sports, career advice
- Share your knowledge our child, e.g. through review meetings, parent consultations
- Joining us to celebrate success, e.g. talent days, music events, craft afternoons, art exhibitions

17. How can I access support for myself and my family?

The Family Services Directory website has a wealth of information and support for families with children and young people with special needs living in Lincolnshire.

<http://search3.openobjects.com/kb5/lincs/fsd/home.page>

If you would like some help to find information on the Family Services Directory website, including the SEND Local Offer, and would like to speak to someone, please call the Family Information Service (FIS) on **0800 195 1635**.

The FIS provides information about the services available in Lincolnshire for all families, and can do tailored searches for childcare and other available services to meet your family's needs.

The FIS take initial referrals on behalf of Liaise who then call back to offer information, advice and support on SEND including legal information on all matters associated with SEND including school support, EHC assessments and plans, exclusions and admissions.

They can be contacted via:

Family Information Service, 2nd Floor, Thomas Parker House, Silver Street, Lincoln, LN2 1DY

t. **0800 195 1635** (Mon-Fri 8am-6pm)

email: fis@lincolnshire.gov.uk

18. Who can I contact for further information?

If you require any further help or support, please contact:

- Your child's class teacher
- Mr Beaven or Mrs Kyle