

Special Educational Needs Report

The Bythams Primary School



Reviewed and updated: September 2021
Next review: September 2022

Martin
Headteacher
20.10.21

Paul
Chairman
20/10/21

1. Values and Ethos

At The Bythams we:

- Provide a safe, stimulating, exciting and challenging learning environment which promotes creativity and a curiosity of the wider world.
- Encourage children to be confident, independent lifelong learners
- Encourage children to have a positive view of their own self-worth, enabling them to feel secure and valued as individuals within the school community.
- Provide an inspiring, challenging environment for ALL children so that they become highly motivated learners.
- Develop an ethos of support, challenge and encouragement to succeed.
- Develop the whole child, nurturing and extending their spiritual, moral, social and cultural understanding.
- Provide equal opportunities for ALL children.
- Teach children a sense of responsibility showing respect for others and the environment.

In accordance with The Department for Education we aim to actively promote British values in schools to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is "right" and "wrong", all people living in England are subject to its law.

The Key Values are:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

2. Children and Families Act 2014 (Part 3)

The Children and Families Act 2014 outlines the Government's commitment to improve services for vulnerable children and support families. It reformed the systems for adoption, looked after children, family justice and special educational needs.

The Act ensures that the SEN systems are available from birth to 25 years old, allowing children and young people, and their families, greater control and choice in decision-making about SEN and ensures their needs are properly met and appropriate progress is made.

The following report outlines The Bythams Primary School's response to specific questions. This LOCAL OFFER gives parents and carers the overview of all the provision available at school to support children with SEN and those with a disability.

3. Who is responsible for SEN provision?

- Mrs Laura Martin (Headteacher and SENCo)
- Mrs Fiona Allett (SEND Governor)

4. How does our school know if our children need extra help?

The SEND Code of Practice advises that staff need to be aware of children who are making less than expected progress, that is characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap;

Where a child is ASSESSED as not making progress despite quality first differentiated teaching, he/she is raised as a concern with the SENCO, through the use of a cause for concern form and discussion, and these concerns are shared with parents. Further assessments are carried out to help identify if a child has a special need in one or more of the following areas:-

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
- Children with medical conditions also come under the special needs.

The Code of Practice (2015) describes a child as having SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age

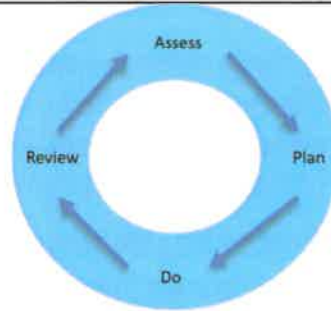
If a parent or carer has any concerns about their child's progress, please make an appointment to speak to the class teacher. They will also request a meeting with you if they have any concerns.

5. How will the school respond to parent concerns?

5. Who can I contact for further information?

If you require any further help or support, please first contact your child's class teacher or Mrs Laura Martin (SENCo) via Laura.Martin@bythams.lincs.sch.uk.

Parental concerns	The Bythams' Graduated Response
What should I do if I think my child has special educational needs?	<p>If you have any concerns about your child's behaviour, progress or anything else, you should first arrange to talk to the class teacher. Our open door policy means that you should feel able to share your concerns with us. We will arrange a meeting (face to face or a phone call) to discuss your concerns.</p> <p>The SENCo may attend the meeting at this point and there may be discussion about your child being put on the SEN list to receive targeted SEN support.</p> <p>At The Bythams, we use the Graduated Approach. This process follows an Assess, Plan, Do, Review cycle which repeats three times per year.</p>



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

At The Bythams, we use a variety of tools to assess your child’s learning and progress, including their strengths and difficulties such as:

- Quality Teaching – teachers plan activities to suit and support different learners in the classroom;
- Assessment for learning strategies to monitor and assess the progress made in individual activities and lessons, which then inform planning the next activity or lesson appropriately;
- Regular assessments against age-related expectations;
- Standardised assessments
- Progress towards any individual targets.

This information will help to identify if there is a concern or if your child has a special need in one or more of the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
- Children with medical conditions also come under the special needs.

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

During the Graduated Approach cycle, the child’s point of view is gathered. They are asked about how they feel they are working, what has worked well for them recently, what they like doing and anything they think hasn’t worked well.

All staff at the The Bythams who work with children with SEN spend time building trusting relationships so that children can feel safe to talk about their feelings and their own learning in a critical way.

How will I know what my child needs to work on?

After assessing the child and, if necessary, involving outside agencies to gain a clear understanding of your child’s needs, we will arrange a meeting to PLAN the next steps. We will ask for view from you and your child about what has been working well and what will make the PLAN successful.

During the meetings, the class teacher will set targets and outline resources (materials or staff) needed to achieve these. Depending on the needs of your child, the SENCo may be involved in these meetings.

Targets are often set to support and develop skills in the following areas:

- Speaking
- Listening
- Reading
- Writing

	<ul style="list-style-type: none"> ● Maths ● Social skills ● Independence ● Attention <p>Children will have no more than 4 targets per cycle.</p> <p>If your child has a medical condition or physical need, there will be a care plan developed by a health professional.</p> <p>Should your child need medical support, school can refer your child to the Community Paediatrician Team, Healthy Minds and CAMHS (Child and Adolescent Mental Health Services).</p>
<p>What will school do to support my child's learning and behaviour?</p>	<p>The planning stage will include what the school will do to help your child to achieve their targets. Support is organised in a variety of ways:</p> <ul style="list-style-type: none"> • in class – the teacher and teaching assistant work together to adapt their teaching strategies and resources to help the child to be more involved with their learning • small group – the staff might help a group of children in or outside the classroom on a particular area of learning; • 1:1 – staff might work with your child in or out the classroom on a specific programme or activities tailored for them; • outside agency – somebody from outside the school may come into school to work with your child. <p>If your child has specific difficulties with behaviour they may have a Pastoral Support Plan (PSP). This will follow the assess, plan, do, review process:</p> <ul style="list-style-type: none"> • your child will be observed by the adults involved to understand the nature of the difficulty e.g. attention, anxiety, aggression; • a specific target will be created with staff, parents and your child that is a priority need. <p>The plan will include triggers, strategies to use with your child, actions of your child and the reactions of the adults;</p> <ul style="list-style-type: none"> • the plan will be shared and taken on board by all adults involved; • progress will be reviewed as and when needed and with outside agencies if necessary and next steps agreed. <p>If there are concerns about attendance, an Education Welfare Officer may be asked to become involved.</p>
<p>What support will there be for my child's emotional and social well-being?</p>	<p>In addition to specific interventions planned for individual and groups of children, there are several other ways we offer pastoral and social support throughout the school:</p> <ul style="list-style-type: none"> • Teachers, Teaching Assistants (TAs) and Midday Supervisors (MDS) build up strong relationships with children to support their emotional needs. Some of our MDS are also TAs which creates a strong link between the classroom and playground. The SENCO will share information on a Pupil Profile with key members of staff to ensure their needs are taken into account throughout the school; • we have a TA who is ELSA trained and supports children that may need some additional 1:1 or small group pastoral support;

	<ul style="list-style-type: none"> • all incidents are communicated to the relevant members of staff and recorded using CPOMS • All safeguarding and child protection issues will be reported to Laura Martin (Designated Safeguarding Lead, Headteacher and SENCo), Debbie Shepherd (Deputy Designated Safeguarding Lead). • We have a clear behaviour policy which is adhered to by all staff (please visit the school website for a copy) • PSHE sessions in each class incorporate circle time to promote speaking, listening, empathy, working together, turn taking and following social rules • The school refer to Healthy Minds/CAMHS and their details can be found in the useful contacts section.
<p>How will I be involved in supporting my child?</p>	<p>We pride ourselves in our strong links with parents and will offer a lot of practical ways to support your child's development in school and at home. We often give parents ideas such as:</p> <ul style="list-style-type: none"> • games for developing memory, spelling, maths etc.; • useful websites and apps; • strategies for helping when hearing your child read e.g. reading to your child before they read to you; • specific agency advice – organisational strategies, behaviour management strategies; • letters to support referral e.g. paediatricians.
<p>How will I find out about my child's progress and achievement?</p> <p>What if they aren't making progress?</p> <p>Who else might be involved in supporting my child?</p>	<p>Parents and children are asked to come to a review meeting three times per year to discuss your child's progress towards their specific targets. Questions that we will ask will be:</p> <ul style="list-style-type: none"> • have they made progress towards their current target(s)? • is the extra help still needed? • does it need to increase? • what targets are needed next? • is more specialised advice needed? <p>If it is felt more specialist advice is needed, the school has access to different agencies to help plan appropriately. Extra meetings may be needed for feedback from observations carried out by outside agencies.</p> <p>There are also other opportunities for passing on information to us:</p> <ul style="list-style-type: none"> • parents' evenings (Autumn and Spring term); • home-school diaries; • parent teacher conversations before and after school as needed, or an appointment at a time that suits you. <p>If it is felt that your child is struggling to progress at an expected rate for them, it may be necessary to move forward to formalise their needs through applying for an Educational Health Care Plan (EHCP). This is a document that school have to legally follow. This will bring together the education, medical and social care needs (as appropriate) of your child and is reviewed annually.</p>
<p>How will the curriculum be matched to</p>	<p>Teachers and staff try to plan engaging and motivating lessons that encourage children to enjoy learning and reach their full potential. Often, small changes within the classroom</p>

<p>my child's needs?</p>	<p>are enough for a child with SEND to make progress and teachers try to ensure they use a range of different strategies to support children's learning. This might include:</p> <ul style="list-style-type: none"> • a change in teaching approach – active learning, real life experiences, drama, talking partners, re-learning of vocabulary, opportunities to develop problem solving; • adapting resources and equipment – writing slopes and pen grips, scribes, supportive writing scaffolds, using ICT for recording, iPads used to support writing, coloured overlays and backgrounds; • using the environment – visual timetables, displays, seating and groupings, concrete apparatus. 	
<p>How will my child be included in activities outside the classroom including social trips?</p>	<p>We frequently use educational visits to enhance the learning in classrooms and offer a residential trip to Y5/Y6 every year. We will always try to include your child on a visit, ensuring any specific needs they have are taken into account when completing a risk assessment. If you wish to support your child on school trips, please contact your class teacher. Depending on the needs of your child, you may be asked to support them on an educational visit.</p>	
<p>Who will support my child in school?</p>	<p>Many people may be involved in providing support for your child. These may include:</p>	
	<p>Who?</p>	<p>How and why?</p>
	<p>Class Teachers</p>	<ul style="list-style-type: none"> - set targets based on your child's need - is responsible for ensuring the intervention is provided and its effectiveness monitored
	<p>Mrs Martin SENCO</p>	<ul style="list-style-type: none"> - supports with effective target setting - monitors the effectiveness of intervention groups through provision maps for each class - may complete referrals to external agency support, including writing letters to GP
	<p>Teaching assistants</p>	<ul style="list-style-type: none"> - day to day support in the classroom with class tasks - may provide additional intervention e.g. handwriting, additional reading, scribing in writing, maths practise) - directed by the teacher to support work towards the targets set - may provide support for basic skills through one to one or structured programmes (Toe by Toe, Nessy)
	<p>Midday Supervisors</p>	<ul style="list-style-type: none"> - may provide support for personal, social and emotional needs e.g. leading playground games, initiating play, monitoring progress in a specific area (e.g. forming and maintaining friendships) - directed by the teacher to support targets set
	<p>Ms Miner</p>	<ul style="list-style-type: none"> - will add your child's special educational need to the RM Integris - directed by the SENCO

	<p>Administrative Team Additional/External agency support</p> <p>Fiona Allett (SEN Governor)</p>	<ul style="list-style-type: none"> - may complete assessments or observations to support with further understanding of your child's need - may suggest strategies to further support your child's need - may support with target setting - may be involved in the review process and deciding next steps <p>- overseeing the provision for SEN</p>	
<p>What training and experience do staff have for the additional support of my child's needs?</p>	<p>Mrs Laura Martin – Headteacher, Mental Health First Aider, Child Protection, SENCo (currently enrolled on the National Award for Special Educational Needs Coordination – NASENCO - course through Nottingham Trent University</p> <p>Mrs Debbie Shepherd - Child Protection – Deputy Designated Safeguarding Lead</p> <p>Mrs Helen Blewett (TA/MDS) – ELSA Emotional Literacy Support Assistant</p> <p>Individual staff have had training in the following areas:</p> <ul style="list-style-type: none"> ● Paediatric first aid ● Precision teaching ● Behaviour management - BOSS ● School refuser course ● Team Teach Handling ● Autism Awareness <p>All staff have had training for:</p> <ul style="list-style-type: none"> ● safeguarding ● First Aid ● Lincolnshire Safeguarding 6 Year Pathway ● Prevent 		
<p>Who else might be involved with my child?</p>	<p>Agency</p> <p>Educational Psychologist (EP)</p> <p>Working Together Team (WTT)</p>	<p>Time in school</p> <p>Bookable consultations throughout the year</p> <p>As requested</p> <p>20 hours per year</p>	<p>Support offered</p> <p>Target and planning support for individual children with a range of needs</p> <p>Observation and advice with planning support for children with social, communication difficulties including children with autism</p>

Specialist Teaching Team (STT)	As requested	Assessment of children with learning difficulties, teaching and staff support.
Speech and Language Therapists (SALT)	As requested	Assessment and planning support for children with speech difficulties and understanding of language
Behavioural Outreach Support Service (BOSS)	As requested	One-to-one social and emotional development support or training
Child and Adolescent Mental Health Service (CAMHS)	As requested	Offers school advice and guidance on supporting children with mental health difficulties
Healthy Minds Lincolnshire	As requested	Support and advice to parents and carers. Training and dealing with emotional wellbeing issues.
School nurse Service	As requested	Support with concerns about toileting, eating, emotional wellbeing, hygiene and puberty
Lincoln Centre for Grief and Loss	As requested	Counselling support in school for 6 sessions.
Casy Counselling	As requested	Counselling service available to schools
SEND Outreach Service	As requested	Advice and support for children with SEND
Community Paediatricians	As requested	Child Health – assessment, diagnosis and management
Autism Outreach	As requested	Support and advice for parents/carers of, and children with, autism
Ophthalmology Clinic (Visual Processing Clinic)	As requested	Child Health – assessment, diagnosis and management of children displaying reading difficulties such as tracking issues.

<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • The school site has access from the street • There is a disabled toilet • The four classrooms can be entered through their outside door, which is accessed by a step. Three of these have a hand rail to support access. • Three classrooms are accessed by their internal door, by a step. <p>We have a ramp on the school site which can be moved to the necessary point.</p>		
<p>How do you prepare my child for transition to and from school?</p>	<p>We have a close link with the Railway Children Day Nursery, which is our main feeder pre-school. We offer activities to support these:</p> <ul style="list-style-type: none"> • Visits to the school with parents (after hours) • Invitation to watch our school performances • Visits from the Foundation Stage teachers to all pre-school settings of children due to start to include discussions with key staff • Transition sessions • Extra visits for vulnerable children to familiarise them with the school • The SENCo attends the final review meeting for any pre-school children with SEND • Open door policy to discuss concerns with the class teacher (before or after school) • Make contact with any external agencies already involved with your child (e.g. SALT, CAMHS) <p>For those children who are transitioning from another primary setting</p> <ul style="list-style-type: none"> • Open door policy to see teachers in the morning and after school to discuss any concerns • Sharing information – SENCo to share Pupil Profiles with all necessary staff • Transition day for your child to meet their new teacher and class • Teachers or TAs spend additional time with children who might find the change difficult or upsetting. <p>For children transitioning to a secondary setting:</p> <ul style="list-style-type: none"> • Transition activities at the new site, where possible • Discussions between SENCo at primary and secondary setting • Invitation to SENCo to attend final review meeting for Y6 children with SEN • Arrange extra visits for those children who need more support to transition • Share Pupil Profiles with secondary setting to help with the transition and ensure staff know the child's needs • Class teachers liaise with secondary staff to share information about children 		
<p>How can I access support for myself and my family?</p>	<p>Organisation Telephone</p>	<p>Number</p>	<p>Website/Email</p>
	<p>Lincolnshire County Council Support and Aspiration</p>	<p>01522 782030</p>	<p>http://www.lincolnshire.gov.uk/parents/supportand-aspiration/</p>
	<p>Family Services</p>	<p>01522</p>	<p>www.lincolnshire.gov.uk/fsd</p>

	Directory	554673	
	Parent Partnership	01522 553351	www.lincolnshireparentpartnership.org.uk
	Parentlineplus	0808 800 2222	www.parentlineplus.org.uk
	PAACT (Autism Support)	07935 222963	paactsupport@hotmail.com
	Lincolnshire ADHD Support Group	01522 539939	lincoln.adhd@btconnect.com
	EMTET Services – Ethnic Minority and Traveller Education Team	01427 787190	EMET@lincolnshire.gov.uk
	Lincolnshire Centre for Grief and Loss	01522 546168	http://www.lcgl.org.uk/
	Parent Carer Forum	0845 3311310	www.lincspcf.org.uk
	Educational Psychology Helpline	01522 554673	education_psychology@lincolnshire.gov.uk
	Healthy Minds Lincolnshire	01522 309777	www.lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=LcLgMPKYJ6Q

Glossary of most commonly used SEND/school terms

- ADD** Attention Deficit Disorder
- ADHD** Attention Deficit and Hyperactivity Disorder
- ASD** Autistic Spectrum Disorder
- BESD** Behaviour Emotional & Social Disorder
- CAF** Common Assessment Framework
- CAMHS** Child & Adolescent Mental Health Service
- COP** Code Of Practice
- CP** Child Protection
- DCD** Developmental Co-ordination Disorder (commonly referred to as Dyspraxia)
- EAL** English as an Additional Language
- EBSS** Emotional and Behavioural Support Service
- EP** Educational Psychologist
- EYFS** Early Years and Foundation Stage
- FSM** Free School Meals
- HI** Hearing Impairment
- IEP** Individual Education Plan
- KS1** Key Stage 1 (years 1 and 2)
- KS2** Key Stage 2 (Years 3, 4, 5, 6)
- LEA** Local Education Authority
- LSS** Learning Support Service
- MLD** Moderate Learning Difficulty
- NC** National Curriculum
- OT** Occupational Therapy
- PSP** Pastoral Support Programme
- SaLT** Speech & Language Therapy
- SEND** Special Educational Needs & Disability
- SENCO** Special Educational Needs Co-ordinator
- SpLD** Specific Learning Difficulty
- TA** Teaching Assistant
- VI** Visual Impairment