

Special Educational Needs (SEN)

Information Report

The Bythams Primary School



Reviewed and updated:

September 2023

Next review:

September 2024

1. Our Commitment

Our shared vision: At The Bythams, our belief is that all children have the right to a stimulating learning environment where they are motivated to learn through the provision of a varied and exciting curriculum. We promote excellent standards of behaviour, have high expectations and are committed to high standards of achievement for all.

Our Bythams Values: Friendship, Honesty, Happiness, Creativity, Respect, Forgiveness, Determination

At The Bythams School we strive to:

- 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 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.
- 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 SEND 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 SEND 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 regarding SEND. This local offer gives parents and carers the overview of provision available at school to support children with SEN and those with a disability (SEND).

The aim of this information report is to explain how we implement our SEND policy and how provision for SEND is implemented in our school. If there are any terms used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

If you would like to know more about our arrangements for SEND, our SEND policy is published on our website or you can ask the school office for a copy.

3. Who is responsible for SEN provision in our school?

- Mrs Laura Ives (SENCO and Head of School)
- Mrs Ann Cook (Executive Headteacher)
- Mr Adrian Reed (Chair of Governors and SEND Governor)

4. What types of SEN does our school provide for?

The special Educational Needs Code of Practice outlines four broad areas of need. Children may have co-occurrence of need (more than one area need).

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
<ul style="list-style-type: none"> • Neurodivergent learners, including those with autism spectrum differences (ASD) • Speech, language, and communication needs (SLCN) 	<ul style="list-style-type: none"> • Specific learning differences (SpLD) including dyslexia, dyspraxia, dyscalculia • Moderate learning needs 	<ul style="list-style-type: none"> • Attention deficit hyperactivity disorder (ADHD) • Attention deficit disorder (ADD) • Attachment • Anxiety 	<ul style="list-style-type: none"> • Sensory differences • Hearing loss • Visual impairment • Multi-sensory differences • Visual processing needs • Physical needs

5. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator (SENCO) is Mrs Laura Ives who has many years of experience in this role. Our SENCO has particular knowledge and qualifications in the areas of communication and interaction, including autism and speech and language needs, specific learning differences, and sensory differences. Mrs Ives holds a post graduate advanced certificate in Education and Psychology for Special Needs, including SENCO Training and is a qualified and experienced teacher.

All our teaching assistants (TAs) are trained to deliver SEN provision. We have a team of 6 TAs, including a higher-level teaching assistant (HLTA), general classroom assistants, and TAs who support individuals who have an EHCP (Education, Health and Care Plan) with specified support hours.

All our teachers receive in-house SEN training as well as training provided by external agencies and other professionals. Staff are supported by the SENCO to meet the needs of pupils who have SEN.

Individual Staff have training in the following areas:

- Therapeutic Stories
- Deaf Awareness and Support Strategies
- Social Stories
- Precision Teaching
- Team Teach (de-escalation strategies)
- The Zones of Regulation (self-regulation and sensory strategies)
- Attachment awareness
- Sensory circuits (self-regulation)
- Speech and language programmes (Blanks Levels, Colourful Semantics, language development)
- SCERTS (Social Communication, Emotional Regulation and Transactional Supports)
- Paediatric First Aid
- Specific learning differences (dyslexia and dyscalculia)
- Autism (AET - Making Sense of Autism)
- Restorative practice
- Emotions coaching
- Metacognitive strategies and high-quality teaching
- Read, Write Inc, including one to one tutoring as part of this programme.
- Sensory Modulation
- PECS (Picture Exchange Communication System)
- TEACCH Autism
- Social Thinking

All staff received annual training for:

- Safeguarding and Keeping Children Safe in Education
- First Aid
- Lincolnshire Safeguarding 6 Year Pathway
- Prevent
- High quality teaching

These staff have the following roles and responsibilities in relation to SEND:

All Teachers	<ul style="list-style-type: none"> • implement targets based on your child’s need through their daily planning • are responsible for ensuring the SEN intervention (including provision identified on an EHCP) is implemented and pupil progress is monitored
Mrs Ives, SENCO	<ul style="list-style-type: none"> • oversees the day-to-day operation of the school’s SEN policy • co-ordinates additional support for pupils with SEND, liaising with parents, teachers, other services and professionals • supports teachers with effective target setting and planning • monitors the effectiveness of SEN provision and intervention groups for each class • completes referrals for external agency support • writes individual graduated approach plans alongside teachers and parents, incorporating any recommendations from other services and professionals
Teaching Assistants	<ul style="list-style-type: none"> • day to day support in the classroom with learning tasks and daily activities • may deliver additional intervention e.g., paired reading, recommended and research-based interventions, pre-teaching and post-teaching in maths • directed by the teacher to support work towards the targets set • may provide support for basic skills through one to one or structured programmes
Mrs Pearce (TA)	<ul style="list-style-type: none"> • assistance with collating, organising and creating resources for SEND provision

Individual support assistants	<ul style="list-style-type: none"> • day to day support to deliver the provision and programmes identified on the EHCP • 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 outcomes identified in the EHCP
Ms Miner Administrative Team	<ul style="list-style-type: none"> • will add your child's special educational need to our Management Information System (Scholar Pack) as directed by the SENCO
Additional/External agency support	<ul style="list-style-type: none"> • may complete assessments/observations to support with further understanding of your child's need • may provide a report with recommendations/strategies to further support your child's need • may support with target setting • may be involved in the review process and deciding next steps
Governors	<ul style="list-style-type: none"> • monitor effectiveness of our provision for SEN throughout the curriculum and school activities

External agencies and other professionals

Sometimes we need further expertise to offer our pupils the support that they need. Whenever necessary we will work with external support services in Lincolnshire to meet the needs of our pupils with SEN and to support their families, such as:

- Speech and language therapists
- Sensory Education and Support Team (SEST)
- The Behaviour outreach support service (BOSS)
- Specialist Teaching Team (STT)
- Working Together Team (WTT)
- Healthy Minds
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- SEND case workers for pupils with an EHCP (Education, Health and Care Plan)
- SEND Advice Line for Lincolnshire (Ask SaLL)

6. What is the Lincolnshire Local Offer?

This is the resource from the local authority that is available to support children and young people with special needs and their parents. You can find it through <https://www.lincolnshire.gov.uk/send-local-offer>

On this website you can find Lincolnshire's Local Offer with everything you need to know about SEND in one place. The Local Offer brings together information for children and young people with special educational needs and disabilities and their families, including how to search for services.

7. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENCO, Mrs Ives, who will be in touch to discuss your concerns.

You can also contact the SENCO directly. SENCO@bythams.lincs.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will write a graduated approach plan together to support them. Your child will be added to the school's SEND register.

8. How will school know if my child needs SEN support?

All our class teachers have knowledge of SEN and of any pupils who aren't making expected progress in their schoolwork or socially. This might include progress in the areas of phonics, reading, writing, maths, language development, social or emotional development, motor skills development, etc.

Ongoing assessment enables a teacher to identify any gaps in a pupil's learning. They will provide extra support or intervention to address this gap. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been addressed.

If a pupil is still struggling to make expected progress, the teacher will liaise with the SENCO, and will contact you to discuss the possibility that your child may have SEN.

The SENCO may observe the pupil in the classroom and in other school activities to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment, or behaviour. They will also compare your child's progress and development with their peers and available national data for age related expectations.

The SENCO will ask for your opinion and speak to your child to get their input as well.

Based on all of this information, the SENCO will decide whether your child needs SEN support and you will be part of this process. Different children will require different levels of support, depending on their needs.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them. At The Bythams School, we call this a Graduated Approach Plan. We will plan this together and you will be given a copy of this.

The Graduated Approach Plan will identify:

- the assessment and/or observation that has been used to identify your child's area/s of need,
- previous or current involvement of any other agencies/professionals,
- your child's strengths and areas to develop,
- pupil and parent voice and aspirations,
- the SMART targets (usually about 4 targets) to address your child's needs, which are SMART - Specific, Measurable, Achievable, Realistic and Timebound)
- identify the planned provision and/or interventions that will be delivered to meet the targets set,
- when this provision will be delivered, how often and by who,
- review of the targets to see if they have been met at the end of the time frame.

9. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a four-part iterative cycle of **assess, plan, do, review**.

1. Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's views and input and identify their area/s of need.

2. Plan

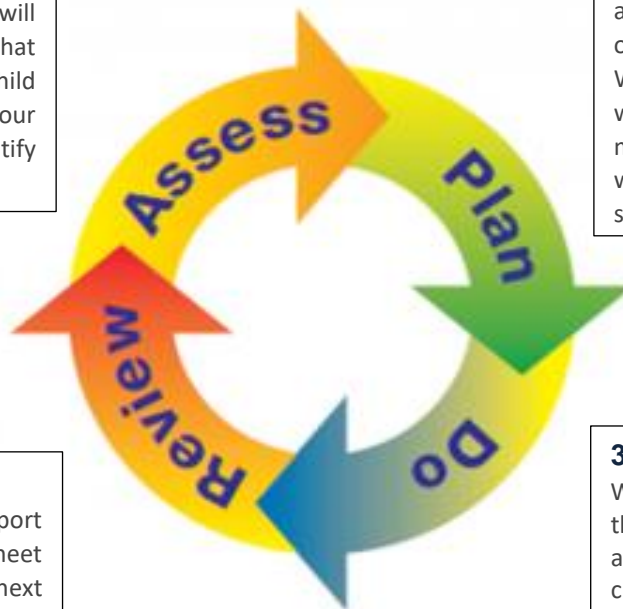
In discussion with you, your child, and the teacher, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child. We will make a record of this and share it with you and all relevant school staff.

3. Do

We will put our plan into practice through delivery of SEN provision and/or interventions to meet your child's needs. The class teacher, with the support of the SENCO, will be responsible for making sure the support we put in place is having the impact we intended.

4. Review

We will assess how well the support and provision helped the pupil to meet the targets we set and decide the next steps to take. The outcomes of the graduated approach plan may support a referral to another service for further specialist assessment and strategies if this is required.



10. How are interventions and SEN programmes delivered?

Teachers and/or TAs will be trained to deliver the intervention identified on the graduated approach plan. We deliver research-based interventions, which means there is evidence collated by professional bodies, such as the Education Endowment Foundation, that they are effective. Interventions are often recommended through assessments and reports by other professionals, such as the Specialist Teaching Team and Educational Psychologist.

Before we run an intervention programme with your child, we will assess them. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

Wherever possible the programme or intervention will be delivered in the classroom, either to the individual or to a small group who may also benefit from the approach. This is good practice and facilitates inclusion. The idea is for skills and knowledge, taught through the explicit teaching of the SEN intervention, to then be incorporated into classwork and across the curriculum. This allows the child to generalise, practice and apply their skills, developing greater independence.

We will track your child's progress over the time frame towards the outcomes we set and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue again with new targets set. The strategies and provisions will be revisited and refined or a referral to another agency may be made.

11. How will I be involved in decisions made about my child's education?

The graduated approach plan is reviewed at least 3 times a year. The parent/carers views and the child's views are sought and recorded for this. We provide termly parents meetings and an end of year report on your child's progress.

Your child's class teacher will meet with you each term to:

- Set specific outcomes (SMART Targets) for your child's progress
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do
- Review progress made towards achieving the outcomes set

The SENCO may also attend these meetings to provide further advice and support.

We view parents as the experts when it comes to your child's needs and aspirations. Therefore, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

We also want to hear from parents as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision relevant.

If you have concerns that arise between these meetings, please contact your child's class teacher through the class email or SENCO@bythams.lincs.sch.uk so that we can make an appointment to discuss these with you.

12. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of understanding. We recognise that all children are unique and have different needs, so we will decide on an individual basis, with your input.

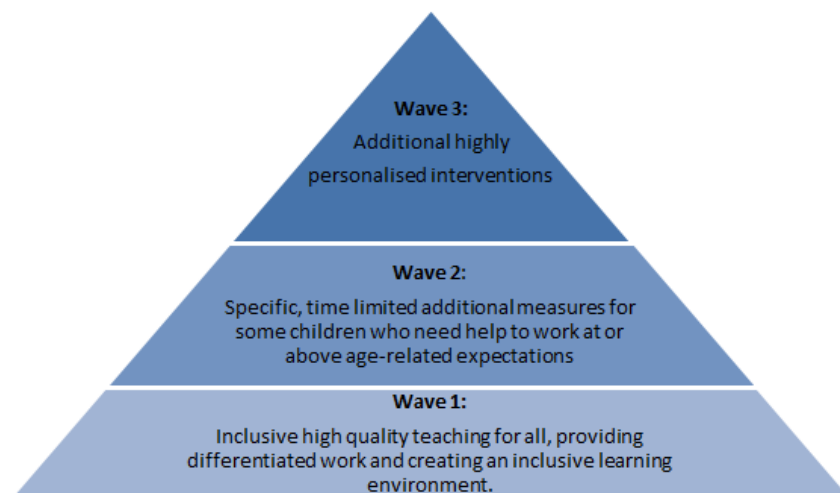
We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

During the Graduated Approach cycle, the child's point of view is gathered again. 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 Bythams who work with children with SEND spend time building trusting relationships so that children can feel safe to talk about their views and feelings of their own learning in a critical way.

13. How will the school adapt its teaching for my child?

Your child's teacher/s are responsible and accountable for the progress and development of all the pupils in their class. We follow the graduated approach to SEN, along with the 3 waves (or tiers) of provision model (shown below).



High-quality, inclusive teaching across the whole curriculum is our universal approach in the first instance in responding to your child’s needs. We will differentiate (or adapt) how we teach to suit the way the pupil works and learns best. There is no ‘one size fits all’ approach, we work to make sure the adaptations we make are meaningful to your child and support their understanding.

Adaptations as part of high-quality teaching may include:

- Differentiating our curriculum to make sure all pupils are able to access it e.g., by grouping, one to one work, adapting the teaching style or content of the lesson
- Differentiating our teaching, e.g., giving longer processing times, pre-teaching of key vocabulary, post-teaching to address any misconceptions from the lesson, reading instructions aloud, etc.
- Using visual supports such as task chains, phonics mats, vocabulary mats, graphic organisers, mind maps, and/or knowledge organisers to support understanding of instructions and learning key concepts
- Metacognitive approaches (teaching pupils how to think about their learning)
- Sequencing/chunking learning into smaller steps and tasks (avoiding cognitive overload)
- Retrieval practice – recalling facts or concepts from memory to enhance learning
- Creating a sensory friendly classroom
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, individual visual timetables, larger font, etc.

We may also provide the following research- based provision and/or interventions:

Wave 1: Universal - High Quality Teaching	
Provision and area of need	Research-based overview
Visual Timetable CI	A visual timetable is a schedule that uses objects, pictures, symbols and/or words to help children see what is going to happen over the course of a morning, afternoon, day or a single activity (now and next schedule). Visual timetables support children who need to have clear structure and expectations.
Visual communication supports CI	A visual support refers to using a visual item such as an object, photograph, sign, picture, video or phrases to enhance communication and support children’s understanding. This approach includes word and vocabulary mats.
Task chains CI	A sequence of photographs, symbols or pictures with words to help children develop independence in routines, e.g. handwashing, toileting, putting coat/shoes on. The sequence supports working memory to organise and perform the task, aiding attention. For some children, having visuals to show them what will happen next in the sequence of events reduces stress and anxiety as it adds predictability to the task.
Talk for Writing CI	Developed by Pie Corbett and Julia Strong, this is an <i>engaging framework for teaching literacy across the curriculum</i> . It enables children to imitate, compose and rehearse the key language they need orally before they try reading, analysing and recording it. It is a fun, creative approach where children create actions to accompany the oral re-telling of the story.
Talk partners CI	This approach provides the opportunity for individual children to respond by thinking and participating with a partner, rather than putting hands up in whole class teaching contexts. It promotes opportunities for quality talk and engagement in the classroom.

Zones of Regulation CI, SEMH, SP	Created by occupational therapist Leah Kuypers, this is a systematic approach to teach regulation and independent problem solving by categorizing all the different states, feelings and emotions we experience into 4 different coloured zones. Children build skills in emotional and sensory regulation, executive functioning and social understanding. The Zones of Regulation curriculum also incorporates Social Thinking and builds emotional literacy.
Growth Mindset CI, CL, SEMH	This approach helps support children by making learning more effective and efficient, unlocking their self-belief to ultimately lead to higher achievement. It encourages children to reframe their thinking through positive language, visuals and resources.
Wood School CI, SEMH, SP	A child-centred outdoor learning process, which offers opportunities for holistic growth through regular sessions that scaffold play, exploration, creating and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. The Bythams
Sensory play SP, CI	Sensory play includes any activity that stimulates a child's senses of touch, smell, taste, sight and hearing, as well as anything which engages movement and balance. It helps foster social interactions, language and communication and encourages sensory experimentation, as well providing mindfulness.
Numicon CL	A multi-sensory way of learning using a system of flat plastic shapes with holes in them. Each shape and number of holes represents a number from 1 to 10 and each number has its own colour. Numicon's approach to teaching maths helps children to see connections between numbers, supporting children as they learn early maths skills and beyond.
Read, Write Inc. One-to-one phonics tutoring CL, CI	Created by Ruth Miskin as part of the wider RWI Phonics programme, one-to one phonics tutoring supports children who need further practice of assisted blending and may be struggling to progress from reading isolated sounds to words. The wider WRI programme is designed to create fluent readers, confident speakers and willing writers.
Maths Mastery Pre and post teaching CL, CI	Pre-teaching is the teaching of knowledge, vocabulary, and skills required for an upcoming lesson as part of personalised learning. Post-teaching is used to address any misconceptions or gaps in learning that individuals may have.
Explicit teaching and modelling CL, CI	A system of step-by-step instructional approaches where teachers directly model the individual elements of a task and continually check for understanding. Once a skill has been explicitly taught, modelled and practised a number of times, the child can generalise the skill to other contexts in learning to perform it with independence. This approach can also be used to correct misconceptions.

Wave 2: Targeted intervention	
Provision and area of need	Research-based overview
Precision Teaching CL	A structured, fast-paced teaching intervention designed to improve the accuracy and fluency of reading, spelling and maths. The main goal is to target and improve specific skills within a 1:1 highly focused intervention. Sessions lasts 10 minutes designed to get learners to think quickly until they're able to recall almost instinctively with fluency and confidence. There are 8 steps and children only move on to a new skill once they've mastered the skill they are currently working on. The combined interventions of Direct Instruction and Precision Teaching are based on instructional psychology which focuses on skills being explicitly taught to improve accuracy and fluency. Precision Teaching is a method of measuring the outcomes, but the title highlights the need for skills to first be taught and this is through Direct Instruction. Direct Instruction's basic teaching procedure involves an adult modelling ("I say"), leading ("we say") and finally the student independently completes the skill ("you say"). The intervention supports overlearning as the student has an opportunity

	<p>to learn a small number of new items whilst practicing acquired items which also builds a child's confidence in the skill.</p> <p>Progress is measured using a Precision Teaching probe. The probe is made up of a 40-item sheet of the current teaching targets (i.e. 3 known items and 2 new items) and the accuracy measured by counting the number the child recognises correctly.</p>
<p>Paired reading CL</p>	<p>Paired reading is an evidence-based intervention which aims to improve children's reading accuracy, fluency and motivation. By reading together with a reading helper, children's reading experience is modelled and supported without attention being drawn to their errors.</p>
<p>Emotional Literacy Support Assistant (ELSA) intervention CI, SEMH</p>	<p>Developed by Sheila Burton (educational psychologist). Trained teaching assistants deliver individualised support programmes to meet the emotional needs of children. They provide the time and space for the child to think about their personal circumstances and how they manage them. Programmes will last for 6 to 12 weeks, helping the child to learn some specific new skills or coping strategies.</p>
<p>Therapeutic stories SEMH, CI</p>	<p>A therapeutic, or healing, story is a teaching strategy which uses metaphor and story as an indirect tool for regulation of behaviour and helping with trauma. Therapeutic storytelling is a subtle yet effective means of addressing challenging and traumatic situations and topics.</p>
<p>The Incredible 5 Point Scale CI, SEMH</p>	<p>The Incredible 5-Point Scale (Buron and Curtis) is a behavioural support that breaks down behaviours and social interactions into clear, visual, and tangible pieces so that individuals can learn appropriate ways to respond and interact in difficult situations, including managing anxiety. A visual scale can be created using colours, pictures, or a rating system of 1 to 5. The scale can work in tandem with the Zones of Regulation curriculum.</p>
<p>Social Thinking CI, SEMH</p>	<p>Created by language therapist Michelle Garcia-Winner, this approach breaks down social concepts to teach them in fun ways that make sense to children, helping them to better understand social interactions. The approach teaches understanding the nuances of language and communications such as expected vs unexpected behaviours, active listening, how our behaviour impacts on others, making inferences, theory of mind, being a detective, problem solving, big vs little problems, whole body listening, etc.</p>
<p>Structured teaching CL, CL, SP</p>	<p>Structured teaching includes SPELL and TEACCH Autism research-based approaches as visually based approaches to creating highly structured and physically organised teaching and learning environments that can help to support differences for neurodiverse learners.</p>
<p>Workstation containing a work system (TEACCH approach) CI</p>	<p>As part of the TEACCH Autism approach, a desk is organised with a physically structured work system as a method of guiding the child through their work tasks with lots of visual cues. Workstations set out what needs to be done and separate out tasks into 'to do' and 'finished' sections so the child can work independently and focus attention on the tasks. All the tasks that need to be done are set up to the left of the child. Then the child can move each one through to the centre as they do the task and then to the right-hand side as they finish each one.</p>
<p>Sensory diet/movement breaks SP</p>	<p>A sensory diet is a tailored plan of physical activities and accommodations designed to meet a child's sensory needs. Sensory diets can be used to alert or calm children and should be designed through the use of sensory profiling first. The goal of a sensory diet is to reach the optimum state of alertness for learning.</p>
<p>Sensory circuits SP</p>	<p>Designed by occupational therapist, Jane Horton, a sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to alert, organise and calm the child. The sensory circuit lasts about 15 minutes and aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning. The circuit should be an active, physical and fun activity that children enjoy doing.</p>

Wave 3: Specialist intervention

Communication and interaction Cognition and learning Social, Emotional & Mental Health Sensory and Physical	Wave 3 is a highly personalised tier of SEND for children who have more complex needs which require specialist intervention through assessment and joint working with other professionals, including health and care services. These may include speech and language therapist, teacher of the deaf, occupational therapist, educational psychologist, CAMHS, professional counselling services, social care services, school nurse, community paediatrician, etc. Individual children at this tier may have an Education and Health and Care Plan (EHCP) and a SEND case worker from the Local Authority. The EHC Plan identifies the outcomes and aspirations and details the specific educational provision that must be delivered, through programmes and recommendations from other professionals and services, including health and care.
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These interventions are part of our contribution to Lincolnshire's local offer.

14. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their SMART targets identified in their graduated approach plan at the end of each term
- Reviewing the impact of interventions after the times period using end of programme assessments
- Observations, teacher assessment (formative assessment) and summative assessment (end of term or end of block tests)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (for individuals with an EHC Plan).

15. How will school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to provide recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will make a request to our local authority.

16. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

We ensure inclusive practice to ensure there are no barriers to pupils with SEND enjoying the same activities as other pupils in our school, including physical activities.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips. We frequently use educational visits to enhance the learning in classrooms and offer a residential trip to Y5/Y6 every other year. We will always try to include your child on a visit, ensuring any specific needs they have are considered 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.

All pupils are encouraged to take part in sports day, school plays, special workshops, the whole school curriculum including all school activities and events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

17. How accessible is the school environment?

The school has an Accessibility Plan which details:

- 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 classrooms are accessed by their internal door, by a step.
- We have a ramp on the school site which can be moved to the necessary point.

18. How will the school support my child's mental health and emotional and social development?

In addition to interventions planned for individuals and groups of children, there are several other ways we offer pastoral and social support throughout the school:

- Our whole school approach to teaching self-regulation and emotional control is The Zones of Regulation Curriculum
- We use social stories to teach expected behaviour
- We reinforce expected behaviour and values through whole school assemblies
- Staff build strong relationships with children to support their emotional needs. Some of our midday supervisors are also TAs which creates a strong link between the classroom and playground.
- Staff will share information on a One Page Profile with key members of staff to ensure their needs are considered throughout the school

- All behaviour incidents are communicated to the relevant members of staff and recorded using CPOMS (the school's safeguarding and behaviour system)
- All safeguarding and child protection issues will be reported to Mrs Laura Ives (Designated Safeguarding Lead and Head of School) and Mrs Claire Arnold (Deputy Designated Safeguarding Lead) in her absence.
- 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 refers to the behaviour outreach support team (BOSS), Healthy Minds/CAMHS and their details can be found in the useful contacts section.

For children who may require further support, this is organised in a variety of ways:

- 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 –staff might help a group of children in or outside the classroom on a particular area of learning, e.g., Lego Therapy
- Individual – staff might work with your child in or out the classroom on a specific programme or activities tailored for them, e.g., self-regulation strategies
- Outside agency – somebody from outside the school may come into school to work with your child and/or write a plan to support their needs.

If your child has specific challenges resulting in behaviour, they may have a Pastoral Support Plan (PSP). This will follow the assess, plan, do, review process:

- your child will be observed by the adults involved to understand the nature of their needs e.g. attention, anxiety, aggression, trauma, mental health
- a specific target will be created with staff, parents and your child that is a priority need. The plan will include triggers, strategies to use with your child, actions of your child and the reactions of the adults
- 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

If there are concerns about attendance, an Education Welfare Officer may be asked to become involved.

19. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We have a close link with the Railway Children Day Nursery, which is our main feeder pre-school. We offer activities to support these:

- Visits to the school with parents
- Invitation to watch our school performances
- Liaising with 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)

For those children who are transitioning from another primary setting:

- Open door policy to see teachers in the morning and after school to discuss any concerns
- Sharing information – SENCO shares One Page 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.

For children transitioning to a secondary setting:

- 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

20. What support is in place for looked-after and previously looked-after children with SEN?

Our SENCO is also the designated teacher for looked-after children (LAC) to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

21. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO in the first instance. We hope that we will be able to discuss your concerns and resolve them amicably. However, if this does not satisfactorily resolve your concern, please refer to our complaints policy which can be found on the school website.

22. What support is available for me and my family?

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:

- 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 e.g., organisational strategies, behaviour management strategies
- letters to support referral e.g., paediatricians.

Contact details for organisations that can support parents are listed below:

Organisation Telephone	Number	Website/Email
Lincolnshire County Council Support and Aspiration	01522 782030	http://www.lincolnshire.gov.uk/parents/supportand-aspiration/
Family Services Directory	01522 554673	www.lincolnshire.gov.uk/fsd
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

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil’s EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil’s needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages