



## SEND Information Report (reviewed September 2020)

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

If you feel that your child has special educational needs, or you are not sure if they have additional needs, the first person to speak to is the Class Teacher. Raise your concerns with them and discuss how your child is getting on. Together you will decide on a plan of action and next steps.

The Special Educational Needs Co-ordinator (SENCo) will be informed and if appropriate, the child may be placed on the Special Needs register.

Targets may then be put together or outside agency help may be requested.

### **2. How will the school respond to my concern?**

In the first instance you will have an informal discussion with the class teacher. We will listen to your concerns and discuss the situation. If we feel a longer meeting is required this will be arranged and the SENCO may be invited. Your concerns will be looked into over an agreed length of time, with information being shared between home and school. A follow up meeting will be arranged to discuss the next steps. If appropriate, the school may request the support of external agencies.

### **3. How will the school decide if my child needs extra support?**

Decisions around additional support will be made on a personal basis, taking in to consideration the whole child and what will aid them with

their education. This decision will be based upon the child's ability to access the curriculum and achieve within it. The class teacher, SENCo, parents and child will be involved in the decision making process.

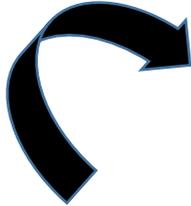
#### **4. What will the school do to support my child?**

Should your child require additional support, a programme will be decided with you, by the SENCo, and the teacher. We will agree on specific targets to work towards. We follow an 'Assess, Plan, Do and Review' cycle which means we assess the child's individual need, plan appropriate interventions, complete the intervention and then review its effectiveness and if the child needs any further support. The cycle works as follows:

### **ASSESS**

This could be through formal data collection from:

- Assessment data
- Outside Agency assessments
- Observations



### **REVIEW**

Informally, we will be constantly reviewing your child's progress against individual targets. Parents will be invited in for a formal review every 3 months but please feel free to contact your class teacher at any time. The reviews will evaluate:

- Progress against the targets
- Decide which strategies were successful and not successful
- Next steps – is further support still required? Do we need to increase intervention? Do we need to involve agency support? What are our next targets?

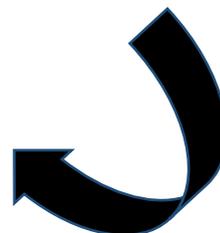


### **PLAN**

Smart targets are created using information collected in the ASSESS part. These could be using National Curriculum levels, PIVATs (P Scale – pre-national curriculum).

Targets could include:

- Speaking (pronunciation, understanding and using vocabulary)
- Listening (understanding and following instructions)
- Reading (decoding, comprehension, inference)
- Writing (sentence construction, punctuation, use of vocabulary)
- Maths (number recognition, counting, basic number facts)
- Interacting and working with others (working in groups)
- Independence and Organisation (gathering information, working with limited adult support)
- Attention (focusing on a task)



### **DO**

Using a range of different strategies to help your child to achieve their targets. This intervention could include:

- In class support – additional adults to support with following instructions, completing tasks.
- Small group – may be inside or outside of the class, useful in developing working relationships
- 1:1 support – may be in class or outside, may be used for more individualised targets, reading, spelling, etc.
- Agency support – usually done on 1:1 basis with a specialist in the field

## 5. Who will support my child?

Many people may be involved in supporting your child. These may include:

Who?	How and Why?
Class Teacher	Sets targets based on your child's individual needs. Is responsible for ensuring the intervention is provided.
SENCo ( Abigail Mottram)	Can support with effective target setting. Monitors the effectiveness of intervention groups. May complete referrals to agency support, including writing letters of your child's need's. Will lead review meetings and complete relevant paperwork
Teaching assistants	Teaching assistants responsible for delivering specific interventions to small groups of children. They will regularly assess children to ensure the intervention is successful.
Additional agency support	See section 7 for a detailed list. 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 (Gemma Warburton )	Overseeing the provision for SEND.
----------------------------------	------------------------------------

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

The SENDCo holds the National Accreditation Award for Special Educational Needs, which is a specialist unification essential for this post. All staff have training in Team Teach. One Teaching assistant is ELKLAN trained. Teaching assistants have had training in a range of different intervention programs including precision teaching. All staff are first aid trained and some staff have had training to deal with specific medical conditions.

**7. Who else might be involved in supporting my child?**

Depending on your child's need, outside support agencies may be asked to become involved, in order to support your child more fully. These include: Educational Psychologist, Specialist Teacher, Speech and Language Therapist, CASY Counselling, Working together team, BOSS (Behaviour outreach support), Physiotherapist, CAHMS (Child and Adolescent Mental Health Services).

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

The emotional and social well-being of your child is of great importance to us. Where appropriate, additional intervention (individual or small group) will be organised to help your child's emotional and social development. We work closely with outside agencies to support children with emotional and behavioural needs. The school rules, including rewards and sanctions, are used consistently to support children's behaviour. We will only administer medicines if you have completed a medical form. If needed a 'care plan' can be written to inform staff about the specifics of a medical condition and what should be done to support the child. Please ask at the office for a form if your child needs to be given medicine in school.

**9. How will my child be involved in the process?**

Your child will be consulted at all stages of the 'plan, do review' cycle. His/her views will be taken into account at all review meetings. This will be through a variety of ways, depending on the age, abilities and needs of your child. These could include: discussion with the class teacher or teaching assistant or recording their own thoughts and feelings on a form.

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

Our curriculum is broad and creative, enabling children of all abilities and needs to access the curriculum and to be supported and challenged. ICT is used regularly to enhance our curriculum. Classroom layouts, including seating arrangements, displays and groupings of children support each child's individual needs. All lessons are differentiated to meet the needs of individual children, and where appropriate, additional adult support will be provided within class. If your child needs support above and beyond what can be provided in class, additional individual or group intervention work will be offered. This can be with a teacher or a teaching assistant.

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

Class teachers meet the children in the morning on the playground providing an opportunity for brief informal conversations with parents. Parents' consultations are held each term, to discuss your child's progress and attainment. Where a review meeting is not held at parents' evening, these will be arranged for a mutually convenient time. If you have more pressing concerns, a meeting with your child's class teacher or the SENCO can be arranged with the relevant member of staff. In some instances (when agreed by school and parents) a home-school book or a reward chart may be used to assist the home-school partnership for the benefit of the child.

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

We track all children's progress closely over the year. We measure the amount of progress children make over the year, and how their attainment compares with age related expectations. For children in Reception we assess children using the Early Learning Goals. We assess children using standardised assessments, teacher assessments and Assessment for Learning. All of these are used to provide a clear and detailed picture of your child's progress and attainment. All children have individual targets in writing to support them in their next steps of learning.

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

We are developing our programme of school trips, including trips related to current topics and other curriculum areas. We will always include your child on a visit, ensuring any specific needs they have are taken into account with our risk assessment. We will ensure that we have enough adults on trips to enable all children to take part. Dependent on the needs of your child, you may be asked to support your child on the trip.

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

### **14. How accessible is the school environment?**

The school is fully accessible to wheelchairs and there is an accessible toilet. We also have a hygiene suite which includes a shower. We carry out an accessibility survey annually to ensure that there are no problems, and this is carried out more regularly should the need arise. We use technology to support children's learning, and use specific equipment and resources to support individual and specific needs.

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

We organise a series of events for children starting in Reception and their parents. These include; a 'First Steps meeting for parents/carers where information about school is shared, new starters afternoon visits to school during the summer term, parent and child meetings with reception staff to find out about the children and their needs before they start school. Should

your child benefit from a more personalised transition programme we are happy to work with you to organise this. For children starting at other times of year or in other year groups we encourage parents and children to look round, meeting the adults and the other children in the class. A child starting our school mid year will be given a buddy to help them settle in.

#### **16. How will the school prepare and support my child with transition?**

We work closely with the schools the children move on to after Tattershall Primary School. The local secondary schools organise transition events and taster days. They also work closely with our staff to share relevant information about children. If your child needs more support with transition we will arrange this in conjunction with his/her new school.

#### **17. How can I be involved in supporting my child?**

We encourage all parents to be actively involved in their children's education. Your child will bring their reading book home each day which we encourage you to read with them. He/she will also receive homework on a Friday. Parents will be invited to join us for class assemblies and wow afternoons which are linked to our curriculum topics and special events such as productions and sporting events.

#### **18. Who do I contact if I am concerned that my child is not being supported or I have a complaint?**

The first point of contact should be your Child's Class Teacher, however if your concerns still remain you should contact the SENDCo or Head teacher.

In the unlikely event you still have concerns you can follow our school complaints procedure which can be found on the website.

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

If you feel that you need further support please speak with Mrs Davey (Head teacher) or Miss Mottram (SENCO) who will advise you on whom to contact. You can also contact Additional Needs at Lincolnshire County Council (01522 553332) or LIASE (0800 1951635)

The Lincolnshire County Council Local Offer can be found at:

<http://www.lincolnshire.gov.uk/parents/support-and-aspiration/>

This contains information regarding the SEN provision across the county.

## **20. Who can I contact for further information?**

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

- Your child's class teacher as first point of contact
- Abigail Mottram (SENDCo) - 01526 342045 or make an appointment with the office.