



## **Potterhanworth Church of England Primary School Special Educational Needs and Disability (SEND) Information Report (Local Offer)**

### **WHAT IS THE SEND INFORMATION REPORT (LOCAL OFFER)?**

#### **LOCAL EDUCATION AUTHORITY**

Our Local Authority (LA) in Lincolnshire must produce a Local Offer which will provide information and contact details for children and young people with special educational needs and disability (SEND) and their parents or carers in a single place.

This provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

The Report provides information on a number of things, including:

- special educational provision;
- health provision;
- social care provision;
- other educational provision;
- training provision;
- travel arrangements for children and young people to schools, colleges and early years education; and
- preparing for adulthood, including housing, employment and leisure opportunities.

This can be accessed by clicking on the following link: [SEND Local Offer – Lincolnshire County Council](http://SEND Local Offer – Lincolnshire County Council)

#### **SCHOOL SEND INFORMATION REPORT (LOCAL OFFER)**

Schools must also produce their own Report or Local Offer which offers information, for young people with special educational needs and their parents or carers, about what SEND provision they offer.

#### **Parents, your school needs you!**

In order to make it more user friendly, our Report has been set out as a series of questions for which we offer the answers. However, this Report is meant to act as an interactive tool which means that you, as parents, can suggest any further questions you think might be useful to others as not all the questions you have may be answered on our website. If there are questions that you would like answered, that are not covered by our Report, please let us know. We will answer them and add the question and information to our website.

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

If you think that your child has special educational needs, please speak to your child's class teacher in the first instance. Alternatively, you can talk to Miss Belton, the Special Educational Needs Co-ordinator (SENDCO) or Mr Kennedy, the Head Teacher who will arrange a meeting to discuss your child further. Don't worry! Just come and talk to us; we are here to help.

It is crucial that there is an open and honest relationship with our parents or carers and that positive, supportive relationships are built up between the school and you, the parents or carers.

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

We will arrange an initial meeting to listen to your concerns; at the end of the meeting a way forward will be proposed and recorded in writing. It is important during the first meeting that you advise the school of anything you can think of that might have led to you being concerned, giving examples where possible. The class teacher will then arrange for you to meet with the SENDCO, Miss Belton, to explore your concerns and discuss your child's progress. Another meeting will then be arranged with you to discuss the next steps that might need to be taken.

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

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

- Liaison with previous school including pre-school.
- Child performing significantly below age related expectation.
- Concerns raised by Parent.
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance.
- Liaison with external agencies who work with us.
- Health diagnosis through the Community Paediatrician

The decision as to whether or not your child needs support will be made by the SENDCO. This does not mean that your child will necessarily come under the umbrella of 'SEND'. It might just mean that we offer extra support for your child for a period of time and monitor closely the progress being made.

If it is decided that your child has SEND, and would benefit from extra support in school, then we will arrange a meeting to discuss this with you. This will be as a result of an informal assessment carried out in school and after discussion with your child's class teacher and other adults who work with him/her. It might be also that the SENDCO suggests a formal assessment of your child by the specialist teacher support team or another outside agency who work closely with our school. Written parental permission is required for all assessments, or help, involving outside agencies.

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

Quite simply, we assess your child's needs and then plan support for your child. This is part of what we call our 'Provision Mapping'. This means that the provision of all children who have SEND, and some who are being monitored, will appear on a whole school 'Provision Map' or timetable. Miss Belton, our SENDCO, oversees all support and progress of any child requiring additional support across the school. We assess and evaluate the provision we offer to our children on a termly basis to check their progress. If we feel that progress is still slow, and that other support is needed, we will amend the initial provision.

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if the class teacher feels that this is necessary.

In addition, your child might be included in one of a range of intervention programmes that the school offers. This may be a one to one programme or a small group intervention. However, this will be explained to you by the class teacher and/or the SENDCO. The frequency of any intervention, or extra support, will be down to the discretion of the class teacher and/or the SENDCO and will be based on your child's specific needs.

Each member of staff in our school who work with our children on any support or intervention programme has a timetable clearly showing the time allocated to support each child or group of children.

## **Who will support my child in school?**

Both our teaching and non-teaching staff are excellent at evaluating the effectiveness of any support given within the classroom as part of whole class quality first teaching practises and any interventions that take place. This evaluation is fed back to Miss Belton on a termly basis.

We are also extremely fortunate in our school to have several experienced and highly qualified TAs who can also offer specialist support in areas such as precision teaching, growth mindset, thinking skills, emotional literacy and talk-time. A skills audit of all our TAs supports this.

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

Our SENDCO, Miss Belton is an experienced teacher who has worked with children of all abilities throughout her career. She is studying for the NPQSENDCO, which is mandatory for new SENDCOs in mainstream schools to gain within three years of taking up the role.

These are the many courses that our teaching assistants have attended that result in a myriad of skills being bought to the classroom to support children with SEND. These are detailed below:

- Autism awareness
- BA(Hons) Primary Education
- Behaviour and conflict resolution
- Class and individual anger management
- Health and safety - Team Teach
- First Aid
- Phonics
- Paediatric First Aid
- ADHD - level 1
- Talking Time
- Puberty
- CACHE Level 3 diploma in childcare & education.
- Dyslexia
- Colourful Semantics
- Precision Teaching
- Speech, Language and communication
- Inclusion
- Understanding Trauma and Development

## **Who else might be involved in supporting my child?**

In addition to staff in this school supporting your child, we also work with outside agencies. These are the agencies and key personnel we work with.

- Specialist Teaching Team (STT)
- Educational Psychologist (Ed Psych)
- Speech and Language Therapy (SALT)
- Grief and Loss Counselling Centre
- Sensory Education and Support Service
- Working Together Team (WTT)
- Healthy Minds and Young Minds
- Sensory Education Support Team (SEST)
- Behavioural Outreach Support Service (BOSS)

There are other outside agencies that are there to help us as well as you. More details of other outside agencies can be found on the Local Authority (LA) website under the heading 'Local Offer'.

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

We not only support children who need academic intervention, we also work very closely with children to support their emotional and social well-being. We have a caring, understanding and experienced team who believe high self-esteem in children is crucial to their personal, social and emotional well-being and development.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCO for further advice and support. This may involve working alongside outside agencies. The school also has a number of experienced teaching assistants who work under the direction of the SENDCO, with vulnerable children during the school day.

Alongside good day to day well-being practices, throughout each term, we focus on themes from the '1Decision' PSHE scheme at an age appropriate level. It is extremely important for our children to interact with each other, as well as adults within the school or in the wider community, in a mature, respectful, thoughtful and positive manner. Through this programme we approach personal and online safety, bullying, grief and loss, worry and growing and changing. All matters are discussed in a positive way by teaching children what to do rather than just focusing on what not to do.

The school has a policy regarding the administration and managing of medicines on the school site. Parents or carers need to contact the School Office if medication is recommended by Health Professionals to be taken during the school day. On a day to day basis, the Administrative Staff, Mrs Ashton and Mrs Aldersey generally oversee the administration of any medicines. As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

Support is also offered in our school for Grief and Loss. Members of the school staff have received training on how to support children during times of grief and loss. However, although support is offered, no support is given without discussing this with the parent/s of a child and after obtaining their permission.

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties a Behaviour Learning Plan (BLP) or Pastoral Support Plan (PSP) is written to identify the specific issues, put relevant support in place and set targets.

After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. The incident is recorded in our Behaviour Log.

Attendance of every child is monitored on a daily basis by the School Office. Lateness and absences are recorded and reported upon to the Head teacher.

## **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 are welcome to come and chat with us at any time although, on occasions, it will be necessary to arrange a meeting. However, the class teacher meets with parents or carers on a termly basis as part of a Parents' Evening. This is an opportunity to discuss your child's needs, support and progress. In addition, if your child has SEND, you will meet the class teacher and/or SENDCO to discuss your child's progress and the targets that have been set for your child. These SEND reviews, as they are called, take place in Terms 2, 4 and 6.

During Parents' Evening, SEND Reviews or any other informal meetings that you may request, we can offer advice and practical ways that you can help your child at home.

If your child has a SEND, they may have an Individual Education Plan (IEP) which will have individual targets. The IEP is discussed with parents or carers during a meeting with the class teacher and/or SENDCO during Terms 2, 4 and 6. During these SEND reviews, parents or carers are given a copy of the IEP.

It is essential that a partnership built on honesty, openness and trust is developed between parents or carers and teachers/SENDCO. With parents or carers working in partnership with us and helping their child at home, progress can be so much greater. This in turn will help your child's self-esteem and confidence. So please communicate with us regularly. In order to help with this, we operate a home/school link book which your child will bring home daily so that comments from parents or carers and teacher can be shared and responded to when needed.

Miss Belton, the SENDCO, is always happy to discuss at any time the support given to your child in more detail and anything you can do at home to further help your child's progress.

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

One of the benefits of a small village primary school is that we know our children very well. We value and celebrate each child being able to express their views on all aspects of school life. This is carried out through the School Council, and other pupil voice groups and classroom interaction throughout the year.

Staff involved in interventions will work with a number of different children and talking to the children, and understanding any worries or/and concerns they may have, is a crucial part of the work that they do.

All children in our school have targets that they work on. These might not necessarily be related to the curriculum but may also be targets linked to personal and social development.

In addition, prior to every meeting to discuss the special educational needs of your child, the child's views are asked for. These can include how they feel they are progressing, what they find challenging in school and any concerns they may have. This is added to the IEP.

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

It is the responsibility of the class teacher, through what we call 'Quality First Teaching', to ensure that all work within the class is appropriate to all children whatever their ability. This might mean that in a lesson there may be different levels of work set for the class. This is called differentiation; the benefit of differentiation is that all children can access a lesson and learn at their level.

If your child needs support within the classroom, they will usually work in a small group with a teaching assistant or class teacher working with them for part, or all, of the lesson. Sometimes we use intervention programmes to pre-teach i.e. to introduce the children to what will be taught the following week. We have found that for children who lack confidence this approach has raised their self-esteem as they are able to answer questions in class. This has been particularly successful when introducing a new science unit of work or in our cross-curricular lessons.

We also offer intervention programmes where opportunities are available for objectives taught in the classroom to be consolidated.

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

As a school we measure children's progress in learning against National Expectations and age related expectations. Class teachers continually assess each child and note areas where they are improving and where further support is needed. This is called 'Assessment for Learning' or AfL.

For the Early Years Foundation Stage (EYFS), Early Years Baseline assessments are used to monitor and track progress. For Years 1 - 6, our inhouse tracking system is used alongside daily AfL, supporting teachers in tracking children's progress from their starting points.

Children who are not making expected progress are picked up through data review meetings with the class teacher and Head Teacher. In these meetings, discussions take place concerning why individual children are not making expected progress and what further support can be given to aid their progression. Plans are then put in place.

When the child's IEP is reviewed by the class teacher, TAs and SENDCO, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, and the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

In addition, children with SEND may be tested in terms 2, 4 and 6 on their reading and spelling progress. It might also be that assessments are carried out by outside agencies such as specialist teacher support. Once the assessment by an outside agency has been made, a report is set to our school and any recommendations made in the report are added to your child's IEP.

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

Parents or carers are always welcome to help with school trips and also with the wide range of sporting activities that we are involved in. Requests for help are sent out by the member of staff who is co-ordinating the trip or activity so please join in.

All our children are included on our school trips; any medical needs are catered for with experienced staff accompanying the children to cover specific needs.

All our after school clubs are inclusive. However, some of our clubs are restricted by the number of children we can take and we offer places on a first-come, first-serve basis. Your child's place can only be assured if the appropriate form is completed and submitted by the deadline.

## **How accessible is the school environment? How accessible is the curriculum?**

Our school has a disabled access and a toilet that caters for those with a disability. We also have a shower in our infant toilet.

Our curriculum is accessible to all. If required, we can offer electronic equipment to aid learning such as an iPad or laptop. We have also had experience with accommodating parents or carers and children whose main language is not English.

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

Before your child starts school in the Reception class, we organise familiarisation visits for the children and meetings for parents or carers. This is really important to familiarise the children to new routines and also to meet their new class teacher. We also have a class swap towards the end of the school year for those children already at school. If your child joins at any time after initial entry at four, we will arrange a familiarisation visit when your child can meet the rest of the class and members of staff.

If your child has been identified as having a SEND prior to entering school, an initial meeting may be arranged in the first term, once your child has settled, to discuss the provision the school has put in place. This will be with the SENDCO and /or class teacher.

Please be assured that transition for children with additional needs is well supported by our school. We understand that this can be a worrying time for both parents and children but we work closely with outside agencies involved, pre-school/previous school in order to ensure that the move is as smooth as possible. However, if you have any concerns or worries, please speak to Miss Belton the SENDCO or Mr Kennedy, the Head Teacher.

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

We have a class swap towards the end of the school year for those children already at school. This is an opportunity for your child to meet their new class teacher and familiarise themselves with new routines and/or layouts. If your child joins at any time after initial entry at four, we will arrange a familiarisation visit when your child can meet the rest of the class and members of staff.

For transfer at age 11, all secondary schools offer at least one familiarisation day for Year 6 pupils as well as taster days in Year 5. Any pupil in Year 5 can go to a taster day at any state school in the local area and information about these, are sent to you well in advance. (For independent schools, taster days and transfer arrangements will need to be arranged with the school directly).

For children with SEND, a transition meeting is held between Miss Belton (our SENDCO) and the SENDCO of the receiving school. All information in your child's SEND folder will be passed on to the receiving school.

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

This is such an important question and one which we take very seriously in our school. We all work very hard, as staff, to ensure that your child has the support that they need but we cannot do this as successfully as we would like without the full support of our parents or carers.

Help with reading is vitally important. Ideally, we would like children to read at home every night but we are realists! However, four or five times a week would have an enormous impact on the progress your child makes in school. All reading should be recorded in the Home Link books which the school provides. For younger children this will be recorded by parents or carers, but for older children in Years 3 to 6, we would expect either you, or your child, to record any reading done at home.

It is not only the reading skills of the child that are important but also their understanding of the text read so a little chat with your child about the book will ensure a deeper understanding of the text rather than just reading the words on the page. Questions you might ask could include who are the characters in the book? Which character is your favourite and why? Where is the story set? What has happened in the story so far? What do you think might happen next?

You could also help with the spelling homework that is handed out, normally weekly, in Key Stages 1 and 2. Learning the spellings is only part of the task. We then encourage the children to use and apply in their writing what they have learnt. So, using the spellings and asking your child to write a sentence including one spelling is a good exercise to do with them. These can also be recorded in your child's Home Link book. Helping your child in learning their times table facts by 'rote' and then in a random order will also support their learning.

A number of our parents or carers have thoroughly enjoyed getting involved with the Home Projects that we set termly. This is a fantastic opportunity to spend time with your child on something that interests them.

These are just a few examples but there will be many other opportunities for you to help your child throughout the school year. We see our relationship with parents as a partnership; your help at home is an essential part of that partnership.

### **How are the Governors involved and what are their responsibilities?**

The SENDCO reports to the Governors, via the Head Teacher, every term to inform them about the progress of children with SEND. Please be assured, however, that confidentiality is maintained at all times as the report does not refer to individual children.

In addition, a governor is appointed as a SEND Governor and they will meet with the SENDCO no more than twice a year, to talk about the SEND provision in our school. They will then report the meeting to the rest of the Governors.

The Governors agree priorities for spending within the school budget with the overall aim that all children receive the support they need in order to make progress.

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

As well as our school, you can also access additional support by logging on to the Local Authority (LA) website: [SEND Local Offer – Lincolnshire County Council](http://SEND Local Offer – Lincolnshire County Council)

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

For any further information, or if you have any suggestions for extra information to be submitted to this website, please contact Miss Belton or the School Office.

If you have any queries concerning the provision provided by the school, please write to the Chair of the Governors, Richard Gilding, in the first instance.

