



North Cotes CE
Primary School

SEND Information 2021

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

The first step is to speak to your child's class teacher about your concerns. The Class Teacher will share information with the Special Needs Co-ordinator (SENDCo) and a plan of action will be decided upon.

1. How will the school respond to my concern?

Depending on the nature of the concern, the school will take appropriate action. This might involve a further meeting with the Class Teacher and SENDCo before a plan is put in place or might mean that external agencies will be consulted for advice and support.

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

Your child may need some short term extra support which can be put in place in the classroom or it may be that the extra support your child needs indicates that they may have more significant needs.

The Special Needs Code of Practice (2014) identifies four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Communication and interaction

i) Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They

may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

ii) Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

i) Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

ii) Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

i) Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination

of vision and hearing difficulties. Information on how to provide services for deaf-blind children and young people is available through the Social Care for Deaf-blind Children and Adults guidance published by the Department of Health

ii) Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. The School will take into account these areas of need when making a judgement about whether or not a pupil has special needs. A decision will be made through:

- Observations by staff over a period of time
- Regular monitoring or progress where data is analysed and individual progress is tracked against Age Related Expectations
- Discussion with parents
- Pupil discussions

3. What will the school do to support my child

If the decision is made that your child has special needs, you will be informed that he or she is being placed on the School's SEND register and a plan of action agreed. We will decide on targets to be implemented to help your child following the Assess, Plan, Do, Review cycle (in accordance with the SEND Code of Practice 2014): Assess-Plan-Do-Review

Assess - (Identify the need) → Plan (Establish targets/support to be put in place)
→ Do (Implement the support) → Review (Were the targets achieved?)

These targets will be implemented through an Individual Learning Plan, which is usually an intervention programme of work and support that focuses on outcomes that are different from and additional to the expected educational outcomes for your child. These plans will be reviewed with you and your child regularly, but at least three times a year, and next steps will be discussed.

Additional support that is put in place is monitored by the SENDCo and reviewed regularly with Class Teachers to help monitor the effectiveness of additional support. Staff also have regular discussions about pupils at Staff Meetings where progress and next steps are discussed.

4. Who will support my child?

Many people may be involved in providing support for your child. These may include:

- The Class Teachers
- The SENDCo (Mrs J Tawton)
- Teaching Assistants
- External Agencies

You will always be kept informed about who is working with your child

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

Our staff have a wide range of skills, expertise and qualifications. The SENDCo is a qualified teacher (in accordance with the SEND Code of Practice 2014 requirements) and has a number of years' experience working with pupils who have special needs. She has been the school SENDCo since 2010 and has achieved the National SENDCo Award (Masters Level) qualification (2013) which is a mandatory requirement for school SENDCos. She is also the school's designated Mental Health Officer for young people.

Staff have undertaken the following training:

- Autism Awareness
- Precision Teaching
- Deaf Awareness
- First Aid
- Safeguarding/Child Protection
- Dyslexia Awareness
- Mental Health and Wellbeing

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

The School liaises with, and gets support from, a number of agencies including:

- Educational Psychology Team
- Specialist Teaching Team
- Speech and Language Therapy Services
- Sensory Education Support Therapy
- Education Welfare Services
- Working Together Team
- Lincolnshire Reintegration Team/BOSS Team
- Occupational Therapy Services

We can also make referrals to:

- Community Paediatricians
- Mental Health Services
- Early Support Care Co-ordination (ESCO)

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

Pastoral and social support:

We are a small nurturing school and all our pupils form positive working relationships with familiar adults. This enables us to quickly identify pupils with additional needs and those not thriving for other reasons. If your child has special needs, we will work with you to ensure that your child receives the appropriate level of pastoral and social support as well as academic support.

We use SEAL materials for PSED and Circle Time.

We run Social Skills workshops for Y6 pupils making the transition to secondary school and if your child has additional needs we will draw up and implement a detailed transition programme with your chosen school. This includes creating a "passport" for your child with important relevant information about his/her additional needs and arranging supplementary visits.

The Headteacher, Mr J Grant, is responsible for Child Protection and Safeguarding issues.

Medical needs:

Staff have in-date first aid training and a working knowledge of common medical conditions. If your child has a medical condition that needs monitoring or intervention, we will draw up a care plan with you so that you are confident that your child's needs are being met at school.

Please contact the School for further details should you require it.

Support for behaviour (including attendance and exclusion):

Depending on the needs of your child, support for behavioural and social issues might be given through mentoring and 1:1 nurture time. If your child's needs are

more complex, the School will seek advice from outside agencies such as the Pupil Reintegration Team and you will be involved at all stages.

The SENCO has had training in exclusion procedures by Educational Psychology Services

Please refer to our Primary Behaviour Policy for further details.

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

Along with you, your child will be involved at all stages and with all decisions about him/her. If your child has been set targets, he/she will be reminded of these whenever possible and will be involved in assessing the effectiveness and suitability of the support provided. Your child's views will be taken into account for future planning.

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

Our aim is for all our pupils to be able to access the curriculum at an appropriate level to ensure progression. It may be that your child requires specialist equipment to aid learning, or that certain tasks need to be simplified or adapted to ensure success.

Some examples of ways that we might match the curriculum to your child's needs are:

- Using ICT for reluctant writers
- Using visual resources to develop literacy skills (pictures, storyboards, flashcards, word fans, visual timetables)
- Using concrete apparatus to aid mathematical learning (cubes, counters, hundred squares, numicon)
- Using different groupings (mixed ability grouping for some activities)
- Using talking partners or talking pads to record ideas
- Ensuring pre-learning for new and unfamiliar topics
- Using different coloured exercise books, paper and overlays
- Arranging for your child to work in a quiet area of the school

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

- Parental Consultation meetings and/ or Open Afternoons are held at least twice a year. These are ideal opportunities to see your child's work and to discuss your child's progress with the Class Teacher. The SENDCo is available to speak to on these occasions.
- You receive an annual written report on your child at the end of the Academic year.
- If your child is on the Special Needs Register, the SENDCo will consult you at least every 3 months to discuss your views on the effectiveness of the additional support being given and to make future plans.
- We can use a Home-School Communication Journal if both parties consider it to be useful and appropriate.
- We have an "Open Door" policy which means that parents/carers are encouraged to contact the relevant member of staff about any concerns. This can be in person, via telephone contact or email.

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

We want all of our pupils to be happy at School, so pupil well-being is monitored carefully by all staff. For academic progress, we track all of our children's attainment through continuous assessment and analysing data. We might use a range of assessments to help us decide whether your child is meeting age-related expectations. Currently these include:

- National Curriculum Primary Framework for KS1 and KS2
- The Cornerstone's Curriculum for teaching and learning
- Early Learning Goals for children in Early Years Foundation Stage (Reception)
- Assessments by outside agencies eg Specialist Teaching Team (STT)
- Reading and spelling age assessments
- Reading Comprehension assessments
- Maths assessments
- Assessing progress through Individual Learning Plans (ILPs)

If your child has complex or severe needs, he or she might have or need an Education Health Care Plan (EHCP), which is a formal document issued by the Local Education Authority which outlines not only the area of need, but also objectives that the school must work towards to ensure that your child makes satisfactory progress and is receiving appropriate and suitable education. Again,

you would be involved at all stages of the process of requesting and then implementing the plan.

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

We are an inclusive school providing a Values-based education. Your child will be included in all school activities and trips and invited to attend all after-school clubs. We always carry out rigorous Risk Assessments before visits, so any additional needs that your child has will be taken into account when planning. We will involve you in any relevant planning and decision-making that involves your child in preparation for any extra-curricular activities.

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

All necessary entrance and exit doors have been adapted for wheelchair use. We have a hygiene suite with wheelchair access. The school learning area is on one level. Pupils have access to up-to-date technology including laptops and ipads.

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

If a child has special needs and is joining us in the Foundation stage, the class teacher, teaching assistant and (if necessary) the SENDCo will visit your child in his/her nursery setting. We will also liaise with Nursery staff and any already involved agencies (eg Speech and Language, Birth to Five Service) about your child's learning journey or medical needs. You will be invited to Open Afternoons and to an Induction Evening.

If your child joins us in KS1 or KS2, we will liaise with you when your child starts to discuss your child's special needs, and arrange a meeting with the SENDCo and class teacher to decide on the way forward.

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

We understand that the transition to secondary school can be a worrying time for all pupils and parents, but that for those with additional needs, it can be even more daunting. We will try to support you and your child by:

- Liaising with the secondary school or new setting to share information about your child's needs and achievements

- Involving all agencies who have been involved with your child
- Arranging extra visits to the school
- Inviting the school's SENDCo to the Y5 Annual Review Meeting
- Creating a "passport" of your child so that new staff will be aware of his/her needs, likes/dislikes, preferred learning styles.
- Running Social Skills workshops to help prepare your child for new and unfamiliar situations and experiences
- Providing you with information about organisations, for example Parent Partnership, that may be able to support you through transition and beyond

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

We are a small primary school committed to forming and maintaining positive working relationships with all our parents. If your child has special needs, we hope to work in partnership with you to ensure that your child is a happy learner, doing as well as he/she possibly can. As you are probably the person who knows your child best, we want you to be involved in his/her learning and education all stages. We will consult you about all decisions affecting your child and hope that you will work with us to ensure success.

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

A good starting point is the Lincolnshire Family Services Directory where the Lincolnshire Local Offer can be found:

<https://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-dreforms/the-local-offer/>

or search: www.lincolnshire.gov.uk/localoffer

This directory provides information on everything you need to know about Education, Social Care, Health, parent support and activities for children and young people (0-25) with a Special Educational Need or Disability and/or their families.

If you require any more information, please contact the School Office in person, by telephone, or by email:

Fulstow Primary School tel: 01507 363226

office@fulstowprimary.co.uk

North Cotes CE Primary School - tel: 01472 388379
enquiries@northcotes.lincs.sch.uk

If you wish to contact the SENDCo, Jean Tawton, please do so in person, by telephone, or via email: jtawton@fulstowprimary.co.uk

You might also wish to view our Special Educational Needs and Disabilities Policy which is on the school website.