

# Thurlby Community Primary School

## Our Local Offer: Special Educational Needs and Disability (SEND)

### What is SEND?

SEND is Special Educational Needs and Disability. A child with SEND is understood to have either a learning difficulty or a disability and the child requires special educational provision which is additional to and different from that generally made for other children of the same age within a mainstream school.

Special educational needs are grouped under four headings;

- Cognition and Learning (learning needs)
- Communication and Interaction (speech, language and social interaction needs)
- Social, Emotional and Mental Health
- Medical, Sensory or Physical Needs

### Who leads and manages the provision of SEND within the school?

Responsibility for the provision of additional needs is led and managed by:

- Mr. G. Clegg - Head Teacher
- Mrs. S. Fawcett - SENCO (Special Educational Needs and Disability Co-ordinator)
- Class Teachers lead day to day provision within classrooms and Teaching Assistants are deployed as appropriate, to support children.
- Mrs. J. Hayball is Chair of Governors and Mrs R Bell is the SEND Governor.

### **What should I do if I think my child has Special Educational Needs?**

- Talk to us in confidence – firstly speak to your child’s Class Teacher. The Class Teacher will consult the school’s SENCO, who will then discuss the school’s response with the Head Teacher.
- Our SENCo is responsible for the operation of the Special Educational Needs and Disability Policy and the co-ordination of specific provision made to support pupils with SEND. They liaise with all staff to monitor and track pupil progress and plan further interventions if required.
- There is regular contact with a wide range of external agencies that are able to offer advice and devise a more specialised programme of support.

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

- The Class Teacher will listen to you and discuss your concerns. The Class Teacher will review your child’s progress, skills and understanding in the areas of concern.
- Your concerns will be looked into over an agreed length of time, with the sharing of information between school and home. A follow-up meeting will be arranged to discuss the next steps, as appropriate.

### **How will the school let me know if they have concerns about my child’s learning?**

- The Class Teacher will contact you to discuss the areas of concern. A meeting will be arranged.
- The concerns raised will be looked into over an agreed length of time, with the sharing of information between school and home. A further meeting will be arranged.

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

- The decision will be made by the Class Teacher and/or SENCo based on evidence of your child's academic and personal progress in class. You and your child will be involved in deciding the next steps, and in setting targets to support your child.

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

- We will agree specific targets for your child to work towards and these targets will be monitored and reviewed over an agreed timescale. Any additional support required to meet these targets will be organised by the Class Teacher and may involve individual work, small group work or the use of specific resources.
- Pupil Progress Meetings are held at regular intervals throughout the academic year. This is a meeting where the Class Teacher and SENCo meet with the Mathematics and English Co-ordinators to discuss the progress of pupils in their class. This shared discussion may highlight further concerns which will form the basis for additional support which may be from an external agency. You may be required to sign a form which gives consent for this referral to be made. You will be involved in this decision.
- For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding.

### **Examples of Possible Interventions**

Social Skills programmes/support including strategies to enhance self-esteem

- Practical skills programme for an individual child or small group
- Playground buddies
- Social stories used to discuss events

- Lunch time clubs, jobs and responsibilities offered to alleviate unstructured time
- Volunteer mentor programmes

Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)

- Visual timetables for organisational purposes
- Pre teaching of strategies and vocabulary
- Software to support key areas of learning e.g. Clicker, Number Shark, Nessy etc
- Scribe for two-layer writing
- Specialist equipment to access the curriculum e.g. writing boards

Strategies/programmes to support speech and language

- interventions from a Speech and Language Therapist
- Delivery of a speech and language programme by a T.A.
- Talk partners
- Pre-learning of vocabulary
- Use of visual strategies to support language
- Use of First Call

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs:

- Intervention from an Occupational Therapist/Physiotherapist
- Delivery of planned programmes by a TA
- Provision of equipment advised by specialist

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):

- Planned programme of support from TA
- Meet and greet session at the start of the day
- Regular parental contact sessions / home school link book
- Referral to Relate for family counselling
- Referral to Child and Adult Mental Health Service (CAMHS)
- Work with Family Support Workers (TAC/CIN/CP)

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Strategies to support/develop literacy including reading :

- Small group support in class through guided teaching
- Withdrawal in a small group by Class Teacher, or TA for planned catch up programmes
- Withdrawal for 1:1 planned programme intervention by Class Teacher or TA
- Extended Writing Session in each class timetabled
- Support, advice and materials from STAPS

Strategies to support modify behaviour:

- Use of the school's behaviour policy
- Time out
- Individual behaviour support plans (BSP)

- Social skills/behaviour modification groups
- Home/school contact book
- Visual time table
- Reward system
- Referral to STAPS
- Referral to PATHWAYS
- Referral to Autism outreach

Strategies to support/develop numeracy:

- Small group support in class through guided teaching
- Withdrawal in small group for planned interventions by Class Teacher, or TA
- Withdrawal for 1:1 teaching of planned programme by Class Teacher, or TA

Provision to facilitate/support access to the curriculum:

- Small group support from TA
- 1:1 support in the classroom from a TA to facilitate access
- Use of specialist equipment such as seating
- Use of personalised curriculum

Strategies/support to develop independent learning:

- Use of visual timetables and checklists
- Pre/post teaching of vocabulary and content
- Access to personal ICT
- Chunking of activities
- Use of individualised success criteria through IEPs

Support/supervision at unstructured times of the day including personal care:

- Learning mentor at play/lunchtimes
- Named TA at playtime

- Named midday supervisor at lunchtime
- Lunch time clubs, jobs and responsibilities

Access to Medical Interventions:

- Strategies for the use of personal medication
- Individual protocols (health care plans) for children with significant medical needs and allergies
- Provision of aids and resources to support learning
- Access to the school nurse
- Individual support plans for pupils with short term medical needs
- 1:1 support for life saving interventions

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

Your child will be supported by:

- The Class Teacher
- Additional adults (Teaching Assistants) working within the school
- Volunteers who listen to children read or support within the class

Within the school our SENCo monitors the progress of all children requiring additional support.

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

- There are staff with various qualifications in school. Some have been trained in Autism, some in Speech and Language particularly in ELKLAN (programme to support the development of Speech and Language) and also Makaton (signing).
- Our staff have a wealth of experience gained over the years by successfully engaging with children and their families.

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

Where appropriate, outside agencies will be asked to support your child and the staff who work with them.

These may include any of the following:

- The Educational Psychologist (EP)
- Specialist Teaching and Applied Psychologist Service (STAPS)
- Speech and Language Therapy (SALT)
- Sensory and Educational Support Service
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)
- Social Communication (including Autism) Specialist Outreach Teacher
- School Nurse
- Social Services
- Family Support Services
- Pathways Service (Behaviour)
- Social services
- Community Paediatricians
- Children's Centre e.g. Play Therapy
- Child Protection Advisors
- EWO- Educational Welfare Officers (also known as AAP – Attendance Advisory Practitioner)
- Teacher of the Deaf
- Ethnic Minority and Traveller Education Team
- Relate



We will notify you of any named support worker as soon as they have been confirmed.

### **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 within a small group) will be organised to help your child's emotional and social development.

We work very 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.

In accordance with our school policy on the administration of medication, medicines can only be administered if you have completed a medical form. Please ask at the school office for a form. The completed form, together with the labelled medication must then be returned to the school office for processing.

We will make sure you are aware of what is happening in school and work alongside you and your child to move forward. It is important that your child is part of planning what they think might help them and with you we will ensure this happens.

Sometimes your child may be showing behavioural concerns. These may be at home, school or both. It is important that the school and parents work together to ensure that these behavioural problems do not escalate and result in exclusion from the school. (Please see our Behaviour Policy)

We will listen to your child and talk with them, but make clear expectations in school. We recognise that sometimes behavioural concerns can result in a child feeling bullied and we will take swift and effective action to stop this, working with all parents and children concerned.

Please support us and talk with us as soon as you are aware of any worries your child has so we can act promptly. If your child has medical needs there may be a detailed Care Plan in place. In these instances, specific staff will undergo training to meet these needs.

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

Your child will be asked to contribute to each stage of the on-going 'plan, do, review' cycle. Your child's views will be taken into account at all review meetings. This will be through a variety of ways, depending on the age of the child. These could include discussion with the Class Teacher or another adult working with the child. Every effort will be made to ensure that the child is able to attend review meetings in order to share their views and to ask any questions they may have.

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

Our curriculum is creative and has a strong emphasis on learning through practical experiences, enabling children of all abilities and needs to access the curriculum whilst being both supported and challenged. ICT is used regularly to enhance our curriculum. Teachers plan all lessons to reflect the differentiation needed for all pupils to achieve and learn. Tasks and activities may be adapted to suit specific needs, as will the environment if applicable i.e. seating to allow full auditory and/or visual access, appropriate resources to support learners etc. If your child needs support above and beyond what can be provided in class, additional small group, paired or individual intervention will be offered.

### **How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?**

- Class Teachers bring children out to parents at the end of the day, providing an opportunity for brief informal conversations with parents/carers.
- We offer an open door policy where you are at any time welcome to make an appointment to discuss how your child is progressing. We can offer advice and practical ways that you can help your child at home.

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEND register they may have an Individual Education Plan (IEP) or Learning Passport which will have individual targets. This is discussed 3 times a year and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has an Education and Health Plan (formerly known as a Statement of Special Educational Needs), you will be invited to the Annual Review meeting.
- In some instances, when agreed by the school and the child's parents/carers, a home-school book or a reward chart may be used to assist the home-school partnership for the benefit of the child.
- We hold a parents'/carers' consultation evening each term to discuss your child's progress and achievements.

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

There are regular on-going assessments of all children across the year. We use standardised assessments (tests), teacher assessments and Assessment for Learning, all of which provide a clear and detailed picture of your child's progress and attainment.

For children in Foundation Stage we use the Early Learning Goals to track progress and achievements. Through Key Stage 1 and 2 we measure the amount of progress your child makes over periods of time (e.g. term to term, annually, IEP review period) and we also compare their attainment in the National Curriculum against Age Related Expectations in Reading, Writing and Mathematics. We may use PIVATS (Performance Indicators for Value Added Target Setting) for children who are working significantly below national curriculum levels. These help us to measure small steps of progress and set appropriate and specific targets.

Non-academic needs are closely tracked against individual or specific targets and progress recorded on individual education plans or behaviour support plans as applicable.

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

- The school is fully accessible to wheelchairs and there is an accessible toilet.
- The school building is all on one level.
- An accessibility survey is completed annually in order 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 specific equipment and resources to support individual and specific needs.

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

- We offer a wide range of lunchtime and after school clubs. The timetable for each term is available from the school office. Children are encouraged to join clubs and to develop new skills and interests. If a child needs additional support in order to access a particular club, support is provided.
- We offer a rich and varied programme of educational visits, including residential trips in Years 5 and 6. Support is put in place in order to ensure that all children are able to enjoy the opportunities on offer. School visits are thoroughly risk-assessed following the county councils policy and procedure. No child will be discriminated against on the grounds of SEND but certain tasks/activities will be discussed with parents/carers to ensure safety measures are complied with first.

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

- We organise a series of events for children starting school at the beginning of their Reception Year. Parents/Carers are fully involved in the transition of their child into school. Children are able to come along to spend 'taster sessions' in school and are invited to join other events including the Teddy Bears' Picnic.
- If your child has specific needs and requires a different programme of transition support, then this can be arranged through discussion.
- For children who are joining the school at other times of the year or in other year groups, we would invite the child to spend some time in their new class in order to get to know the other children, the staff and the school routines.

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

- We have good links with all local secondary school. The school will organise a Transition Plan for your child, if you and the school believe this will support your child. This is a plan which will detail what will be done to support your child in moving to secondary school, however, we have a range of meetings for all children in Year 6. This will involve the SENCo from your child's new school.
- All secondary schools visit feeder primary schools ahead of any transition visits.
- The Secondary School SENCo will also be invited with your agreement to all reviews and will be party to all information helped by the school on transfer to ensure your child has the best and most effective start to their next stage of education.
- When moving in between classes in school, we will organise additional visits and use strategies such as a photo book which will help your child to remember, places and routines over the summer.
- We also complete SEAL lessons on 'Changes' and 'Relationships'.
- Secondary Schools in the area visit the school to complete enhancement activities such as Drama.
- Relevant outside agencies will also be involved in the transition process if it is deemed necessary.

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

We encourage all parents/carers to be fully and actively involved in their child's education.

- Each class is issued with a special class newsletter at the start of each term. The newsletter tells you about homework arrangements and the routines of the class.
- You are warmly invited to attend your child's class assembly. The dates for each class will be issued at the very beginning of the term.
- We hold additional information or workshop sessions for parents/carers during the year. Please look out for the dates on the school website or general school newsletters.
- Reading with your child every day, supporting them with any homework tasks they bring home, talking about their day and what they have learned and enjoyed are all very important. Attending Parents' Evenings and other scheduled meetings is also essential to ensure honest and open communication can be facilitated.

- If your child has an Individual Education/Behaviour Plan there may also be specific reference to key activities home have been asked to support.
- The school SENCo may meet with you to discuss specific strategies.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are usually provided that can be used at home.

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

If you feel that you need further support please speak with either Mr. Clegg, the Head Teacher or Mrs. Fawcett, the SENCo who will be able to advise regarding whom to contact.

You may also wish to contact Additional Needs at Lincolnshire County Council (01522 553332) or Parent Partnership Service (01522 553351).

You will find additional information on the Local Authority website: [www.lincolnshire.gov.uk/SENDlocaloffer](http://www.lincolnshire.gov.uk/SENDlocaloffer)

## Glossary of Useful Terms

### Abbreviation

**AAP**  
**ADD**  
**ADHD**

**ASD**  
**BESD**

### Meaning

*Attendance Advisory Practitioner*  
*Attention Deficit Disorder*  
*Attention Deficit and Hyperactivity Disorder*  
*Autistic Spectrum Disorder*  
*Behavioural and Emotional and*

<b>CAF</b>	<i>Social difficulties</i>
<b>CAMHS</b>	<i>Common Assessment Framework</i>
	<i>Child and Adolescent Mental Health Service</i>
<b>COP</b>	<i>Code of Practice</i>
<b>CIN</b>	<i>Child in Need</i>
<b>CP</b>	<i>Child Protection</i>
<b>DCD</b>	<i>Developmental co-ordination Disorder</i>
<b>EAL</b>	<i>English as an Additional Language</i>
<b>EP</b>	<i>Educational Psychologist</i>
<b>FSM</b>	<i>Free school meals</i>
<b>HI</b>	<i>Hearing Impairment</i>
<b>IEP</b>	<i>Individual Educational Plan</i>
<b>KS</b>	<i>Key stage</i>
<b>LAC</b>	<i>Looked after Child</i>
<b>LA</b>	<i>Local Authority</i>
<b>MLD</b>	<i>Moderate Learning Difficulty</i>
<b>NC</b>	<i>National Curriculum</i>
<b>OT</b>	<i>Occupational therapist</i>
<b>PPG</b>	<i>Pupil Premium Grant</i>
<b>PSP</b>	<i>Pastoral Support Programme</i>
<b>SaLT</b>	<i>Speech and Language Therapy/Therapist</i>
<b>SEN</b>	<i>Special Educational Needs</i>
<b>SEAL</b>	<i>Social and Emotional Aspects of Learning</i>
<b>SEND</b>	<i>Special Educational Needs and Disability</i>
<b>SENCo</b>	<i>Special Educational Needs and Disabilities Co-ordinator</i>
<b>SpLD</b>	<i>Specific Learning Difficulty</i>



**TAC**  
**VI**

*Team Around The Child*  
*Visual Impairment*