



Thurlby Community Primary School

SEN/D – Special Educational Needs and Disabilities Report 2017/18

What is SEN/D?

SEN/D is Special Educational Needs and Disability. A child with SEN/D 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 – SEN/DCO (Special Educational Needs and Disability Coordinator)
- 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
- Mrs. R. Bell is the SEN/D 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 SEN/DCO, who will then discuss the school's response with the Head Teacher.

- Our SEN/Dco 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 decide if my child needs additional support?

- The decision will be made by the Class Teacher and/or SEN/Dco 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.

Who will support my child in school?

Your child will be supported by:

- . The Class Teacher
- . Additional adults (Teaching Assistants) working within the school
- . SEN/Dco (Special Educational Needs Disability Coordinator)

Within the school our SEN/Dco monitors the progress of all children requiring additional support.

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

The SEN/DCo has achieved the National SEN/DCO Award and Autism Excellence Tier 2 training.

The SEN/DCO organises specific training for Teaching Assistants in order for them to deliver intervention programmes to support children in their learning.

One member of staff is having Autism Eklan training (Specialist Training in Speech, Language and Communication Needs).

Two members of staff have had Makaton (signing) Training.

STT (Specialist Teaching Team), a member from this organisation has delivered training to members of staff, to provide the best possible support.

Health professionals have delivered training aimed at helping staff to provide specific medical support e.g, Epipen training.

BOSS team have delivered Attachment training to all staff.

Working Together Team have delivered Autism Excellence Tier 1 training to all staff.

Teaching of the Deaf has delivered Hearing Impairment training to all staff.

Our staff have a wealth of experience in SEN/D 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 Team (STT)
- Speech and Language Therapist (SALT)
- Sensory and Educational Support Service
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)
- Working Together Team (Autism and Social Communication Difficulties Outreach)
- School Nurse
- Social Services

- Family Support Services
- Virtual School (support Looked After Children)
- EMTET – Ethnic Minority and Traveller Education Team
- Community Paediatrics
- Bereavement Counsellors
- Early Help Support Workers
- Healthy Minds
- BOSS – Behaviour Outreach Support Service

We will notify you of any named support workers 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.

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 ongoing '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 practical element, enabling children of all abilities and needs to access the curriculum and to be supported, challenged and inspired.

- All lessons are differentiated in order to meet the needs of individual children. Where appropriate, additional adult support will be provided within the lesson.
- If your child needs support above and beyond what can be provided in class, additional individual or group intervention work will be offered. This may be with a Teacher or a Teaching Assistant.
- ICT is regularly used to enhance the curriculum.

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 the front of the school 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 getting on. 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 SEN/D register they may have an Individual Education Plan (IEP) which will have individual / group targets. This is discussed on a termly basis 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. IEPs are working documents, they are closely monitored or adapted on a regular basis. If your child has achieved any targets before they are formally reviewed, a new one will be set.

-If your child has an Education Health Care Plan you will be invited to attend an Annual Review.

-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 in the Autumn and Spring terms to discuss your child's progress and achievements.

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

We closely track children's progress over the year. We measure the amount of progress each child makes during the year, and how their attainment compares with Age Related Expectations.

For children in Reception we assess children using the Early Learning Goals.
For children in Years 1-6 we assess using National Benchmarks.
We assess children using standardised assessments and on-going teacher assessments.

All of these are used to provide a clear and detailed picture of your child's progress and attainment.

All children have targets to support and challenge them in their next steps of learning.

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 for our Year 5 and 6 children. 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 Council policy and procedures. No child will be discriminated on the grounds of SEN/D, but certain tasks/activities will be discussed with parents/carers to ensure safety at all times.

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 work closely with the local Secondary Schools. The schools organise transition events and taster days. If your child would benefit from additional structured visits to their new school, we can organise such visits through liaison with the receiving school.

-We work very closely with the staff from receiving schools in order to ensure that the child's new school has a clear picture of a child's individual needs.

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 class newsletter at the start of each term. The newsletter tells you about homework arrangements, topics being covered 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 beginning of the term.

-We hold additional information sessions for parents/carers during the year. Please look out for the dates on the school website or general school newsletters.

-Please read with your child as much as possible. Also, continue to read to your child whatever their age. Children learn so much from listening to amazing stories.

How can I access support for myself and my family?

If you feel that you need further support please speak with Mr. Clegg, the Head Teacher or Mrs. Fawcett, the SEN/DCo who will be able to advise you regarding whom to contact on (01778) 423311.

You may also wish to contact Additional Needs at Lincolnshire County Council (01522 553332) or Liaise SEND Information, Advice and Support (0800 1951635)
www.lincolnshire.gov.uk/liaise

You will find additional information on the Local Authority website:
www.lincolnshire.gov.uk/SENDlocaloffer

