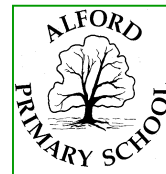


ALFORD PRIMARY SCHOOL

SEN INFORMATION REPORT 2016



Our 'Local Offer' of support to children with Special Educational Needs and Disabilities (SEND) and their families

We are an inclusive school and strive to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching.

If your child needs additional help, you will have many questions - we hope the following will help you.

WHAT ARE THE ADMISSION ARRANGEMENTS FOR CHILDREN WITH SEN?

In accordance with the 1996 Education Act, the allocation of school places for children with a statement of special educational needs (EHC Plans) will take place first. The County Council will then allocate the remaining places in accordance with this policy. For further information on admissions, please see our School's Admissions Policy on the school website.

We will ask for details about any special educational needs as part of the application process for a place at our school. Once a place is confirmed, the SENDCO will liaise with previous education providers to ensure swift transfer of records and a stress-free transition for your child.

Extra visits and transition booklets to share with your child are available if needed before starting with us.

WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

- Speak to your child's class teacher about your concerns.
- Work together on a plan of action for extra support within School and at home, if needed.
- Your child's class teacher will speak with the Special Educational Needs and Disabilities Coordinator (SENDCO) and if appropriate your child may be placed on the SEN register.
- A Learning Plan of individual targets will be discussed with you and then implemented as soon as possible. This may include the involvement of outside agencies for advice and support.

The key people in school who can help with information and advice are:

Mrs Forster - Head teacher

Mrs Simpson - SENDCO

Mrs Forman - SEND Governor

HOW WILL SCHOOL RESPOND TO MY CONCERNS?

- We will arrange a meeting with you and the class teacher, to discuss concerns. This could be at a parents' evenings or after school.
- The class teacher will discuss your concerns with the SENDCO.
- A further meeting may take place with you and the SENDCO if necessary.

- Depending on your child's needs, outside agencies may be requested to assess or observe your child.
- A plan of action called a 'Learning Plan' will be put together with you and your child. This contains specific targets and how School will help your child to achieve them.
- The plan's targets will be reviewed regularly (at least 3 times a year) with you and your child.

HOW WILL SCHOOL DECIDE IF MY CHILD NEEDS EXTRA SUPPORT?

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

- Liaison with Pre-school settings/previous schools
- Concerns raised by Parent
- Identification by external agencies e.g. Health, Speech and Language
- Formal or informal in school assessments. If limited progress has been made it will show up on our tracking system which is regularly updated and monitored
- Adult observations over a period of time from teachers, teaching assistants or midday supervisors, including if there is a sudden change in the child's behavior
- Pupil discussions

For more information on our criteria for SEN, please see our SEND Policy on the School website.

WHAT WILL THE SCHOOL DO TO SUPPORT MY CHILD?

We support children with a variety of needs, including dyslexia, ADHD, Autism, Sensory impairments, medical needs, physical disabilities, and social and emotional difficulties.

Below is an outline of the Assess, Plan, Do, Review process, which we use for all SEN children and is evidenced on their Learning Plans:

ASSESS

This could be through:

- Formal assessments, such as termly testing; weekly spelling, times tables and mental maths tests; unaided writing; guided reading and comprehension exercises
- informal means, such as observations over time and discussions
- Agency assessments

REVIEW

Targets will be reviewed regularly with your child in class and their progress discussed with you at least 3 times a year at Parents' Evenings. If targets are being met more regularly, you may be invited in more frequently to discuss progress.

Review meetings will focus on progress made by the child, effectiveness of the interventions used and next steps.

PLAN

Targets specifically focused on your child's individual needs are created as part of their Learning Plan.

These targets use assessed information such as progress towards End of Year expectations or PIVATS (pre-National Curriculum levels broken down into smaller, more manageable chunks)

DO

A range of different strategies are used which might include:

- In class support using a teaching assistant
- Small group support within or outside the classroom to focus on specific skills
- 1:1 support within or outside the classroom on more individualised targets
- Agency support 1:1 or with a small group with a specialist in the field
- Specific teaching practices to support your child

WHO WILL SUPPORT MY CHILD IN SCHOOL?

Who?	How and Why?
Class Teacher	Sets targets based on your child's needs and tasks that are appropriate and accessible for your child Will be ultimately responsible for ensuring the intervention is provided and effectively monitored.
Teaching Assistants	Day to day support within the classroom within for tasks (on a 1-1 level or with a small group) May provide additional interventions for specific areas of need Directed by the teacher to support the targets set in Learning Plans.
SENDCO (Mrs Simpson)	Can support with effective target setting Monitors the effectiveness of intervention groups through the use of provision maps May complete referrals to agency support, including writing letters detailing your child's need to GPs Will lead review meetings and complete relevant paperwork Will monitor provision and support across the whole school.
Learning Mentor (Mrs Hickinbottom)	Provides 1-1 or small groups support within personal, social and emotional development and 1-1 or small group support in areas linked to children's learning Directed by SENDCO, teachers and Head Teacher.
Midday Supervisors	May provide support for monitoring and supporting personal, social and emotional needs of your child through play
Additional agency support	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 (Mrs Forman)	Will oversee the provision for SEN and implementation of the SEND Policy within school.

WHAT TRAINING AND EXPERIENCE DO STAFF HAVE FOR THE ADDITIONAL SUPPORT OF MY CHILD'S NEEDS?

All staff have had training in First Aid, Safeguarding, behaviour management and Epi-pen usage. Teaching staff have also had training on supporting children with Autism, Dyslexia and how to write effective personalised targets.

Our SEN support staff have a wealth of experience in supporting children with additional needs, including diabetes and complex medical needs. We have staff trained in catheterisation procedures and moving and handling.

Our Learning Mentor and SENDCO are trained in Team Teach methods.

The SENDCO has the National Award for SEN Coordination (Masters level).

Our SEN Governor is also the SENDCO at John Spendluffe Academy.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO THE CHILDREN'S SEND NEEDS?

Provision is made for all children who have additional needs using available funds within the school budget.

We have a team of TAs who are funded from the SEND budget who deliver programmes designed to meet the needs of individual children as well as small groups of children where the identified need is similar.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support. We also employ a highly skilled teacher from the Specialist Teaching Team to assess and support any child who may have additional needs.

If a child has a statement/EHC plan the school's budget may be supplemented by additional funding from the Local Authority.

WHO ELSE MIGHT BE INVOLVED IN SUPPORTING MY CHILD?

We are fortunate to be able to access a range of agencies to support children with additional needs:

Who	Agency	Support Available
Sue Northern	Specialist Teaching Team	Support for teachers on the use of interventions and specific learning needs Support either through 1-1 or small group work on key skills, directed by the SENDCO Completes assessments to identify areas of need including the identification of dyslexia
Jo Cutts	Educational Psychologist	Observations and assessments to support with learning, personal, social, emotional and mental health needs Support with target setting Individual and small group work on specific needs
Katherine Hughes & Julie Appleyard	Speech & Language Therapy	Assessments of speech difficulties and language acquisition 1-1 blocks of work on specific speech targets
Jo Bowen	Parent Support Advisor	Support in homes with actions to support children and families
Anne Tait	Working Together Team	Observations to support children with social, communication difficulties including those with Autism Support with target setting
Stephanie Fogg Jo Clark	Sensory Education Support Service	Support for children with hearing loss and sight loss

We can also make referrals to:

- GPs and Paediatricians
- Child and Adolescent Mental Health Service (CAMHS)
- BOSS (Behaviour Outreach Support Service)
- Educational Welfare Service
- Emotional and Behavioural Support Service
- Jigsaw Counselling services including grief and loss.

We also have regular visits from the School Nursing Team to check hearing and weight in specific year groups.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S SOCIAL AND EMOTIONAL WELL BEING?

Pastoral and Social Support

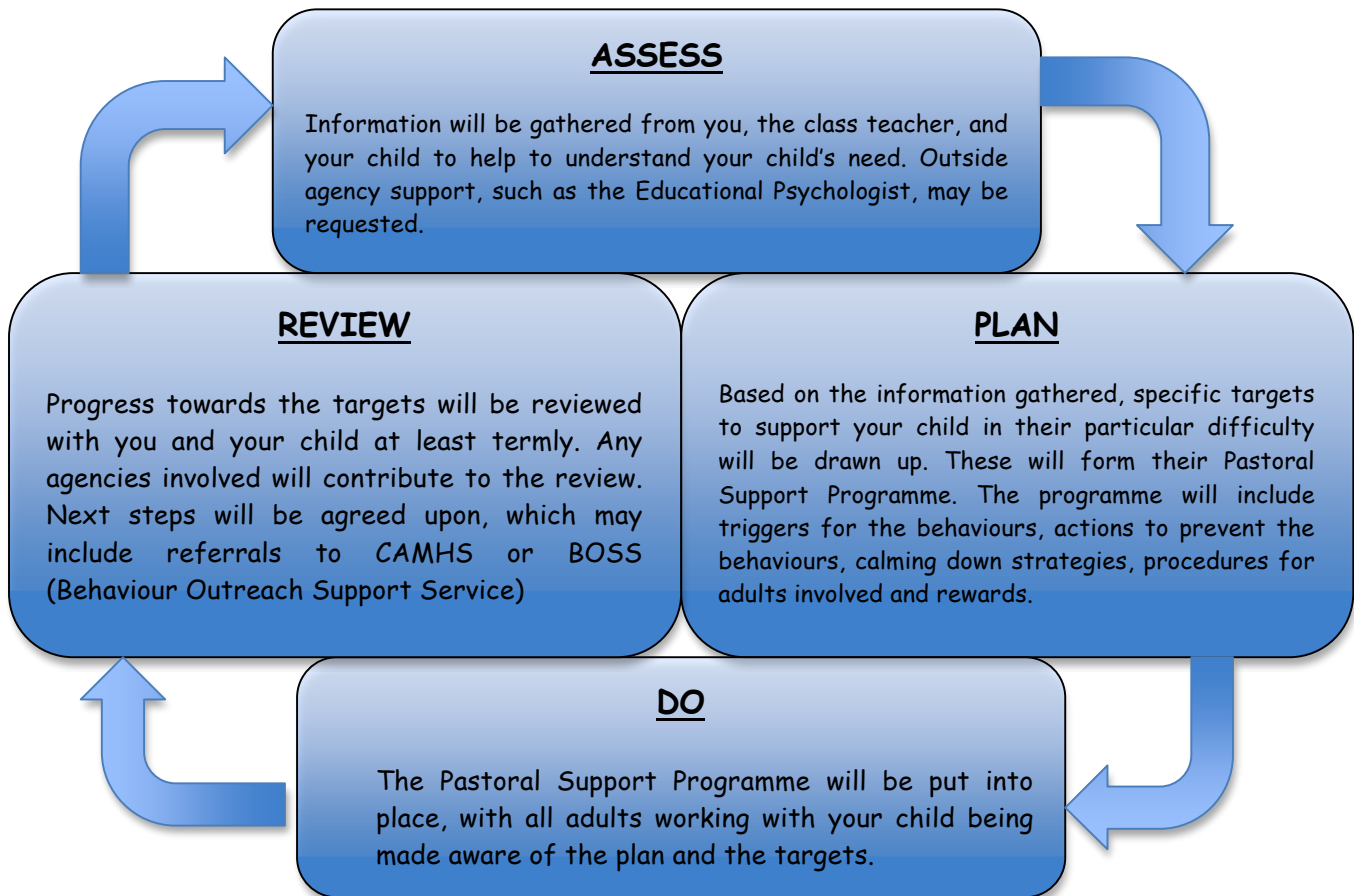
- Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs
- All incidents are communicated to the relevant members of staff and recorded in the Duty Book or Behaviour Incidents File
- All child protection issues will be reported to one of the safeguarding officers in school (Mrs Forster, Mrs Button and Mrs Simpson)
- We have a clear behaviour policy, available on our website, which is adhered to by all staff
- Interventions are planned for personal, social and emotional development by need across the school. The content of this will vary according to the identified needs of the children involved but could include social development, small group work, self-esteem workshops and 1-1 support
- Our Learning Mentor works with specific children to support with personal, social and emotional development linked to learning. This includes working at lunch times to support children who find this time of day a challenge.
- We have a structured PSHE curriculum and the use of circle times to promote speaking, listening, empathy, working together, turn taking and following social rules.

Medical Needs

- If your child has specific medical needs then please contact the Office so the SENDCO can ensure appropriate plans to support your child are put into action
- If needed, a 'care plan' can be written to inform staff of the specifics of the condition and what should be done to support the needs of the child. This may be written in conjunction with health professionals such as the School Nurse
- If your child requires on-going medication, please contact the School Office and complete a medicine administration form. All medicines will be stored in a locked cupboard in the Medical Room (unless it is an Epi-pen) and records will be kept of when they are administered. (See Medicines Policy on the website for more detailed information)

Support for behaviour (including attendance and exclusion)

If your child has specific difficulties regarding behaviour, we will follow the Lincolnshire Ladder of Behavioural Intervention. We will work with you and your child to create a Pastoral Support Programme (PSP), which will set out targets and support for your child. This programme will follow the Assess, Plan, Do, Review process:



HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

Target Setting - Class teachers hold one to one meetings each term with every SEN child to talk about their targets, aspirations and how to meet their needs. This forms the basis of their Learning Plan.

Review Meetings - When your child's targets are being reviewed they will be asked to contribute to the process by thinking about their progress, what has worked well for them and what their next steps should be.

Social Stories - These are written with individual children to help them to manage their emotions and behaviours in a certain situation.

On-going recording of views - Your child's views and responses will be recorded throughout interventions to inform future planning.

School Council - Your child can also contribute to the wider School through School Council meetings, questionnaires and the Suggestion Box at the Office or on the school website.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

If your child has Special Educational Needs then they will require support that is 'additional to and different from' the rest of the class. However, this does not necessarily mean that they need to be taught outside of the classroom: it simply means that teachers need to ensure we use a range of different strategies to support your child's learning.

Using ICT to record e.g. using I-pads to record or to type as an alternative to writing	Using ICT to support learning e.g. apps to develop basic skills in a motivational way, such as the LEXIA programme	Using drama techniques e.g. using hot seating, freeze framing, filming and other speaking and listening activities
Using concrete apparatus e.g. practical resources in maths, magnetic letters for spelling	Use of seating e.g. careful positioning on the carpet/ at tables, to ensure support and attention	Use of talk partners e.g. sharing ideas and peer learning
Use of different groupings e.g. mixture of ability, mixture of age, same ability	Use of visual aids e.g. visual timetables, displays, learning walls, success criteria and word mats	Use of pre-learning e.g. sharing key points of the learning and vocabulary prior to the lesson

For children with physical disabilities, one to one assistance may be given during PE, and apparatus, planning and provision adapted to meet their individual needs.

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S ACHIEVEMENTS? HOW WILL I KNOW HOW WELL MY CHILD IS PROGRESSING?

We pride ourselves on the positive relationships we forge with parents and carers as we understand that to support a child fully, we all have to work together. We have an 'open door' policy at School so if you ever have a concern or just want to find out how your child is doing, then simply speak to your class teacher. If they cannot speak to you straight away, they will arrange a mutually agreeable time to talk to you. Other opportunities for feedback are:

Opportunity	Details	Frequency
Review meetings	Learning Plans are reviewed with parents and pupils Statements/Education & Health Care Plans (EHC plans) are reviewed with parents and pupils	At least 3 times a year Once a year
Assessment or observation feedback from outside agencies	Feedback will be given for any assessed report or observation from an outside agency or the SENDCO. These may coincide with review meetings.	As required
Parent Evenings	Targets reviewed Opportunities for discussions with SENDCO	3 times a year
Class teacher feedback	When there are concerns or particular achievements to celebrate, you may be contacted for a meeting	As required
Home/School books	Particular children may have a written record of daily/weekly incidents or achievements	Daily/weekly

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

Each term your child's progress against age related expectations will be recorded on our tracking system. Their level of achievement is decided upon using tests, classroom work and observations such as:

- Progress towards end of year expectation statements
- P scales (PIVATs) - steps before the National Curriculum and smaller steps within levels. This assessment can also be used to track progress in social and emotional development
- Standardised assessments (carried out by Specialist Teachers and Educational Psychologists)
- Early Learning Goals and Ages and Stages in Foundation Stage
- Reading and Spelling age assessments
- Assessment for learning - carried out within the classroom by the teacher, self- assessment and peer assessment
- Progress towards individual targets as recorded in their Learning Plans

These help to identify areas of weakness to target. If your child is struggling they will be given specific targets, which will be discussed with them initially and then with you. If they continue to struggle it may be necessary to formalise their specific needs by applying for an 'Educational Health Care Plan'. This is the new legal document mentioned in the 'Children and Families Act 2014'. It brings together all relevant agencies appropriate to your child's needs and will clearly set out what actions are required.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

Through our broad and balanced curriculum, we enhance our children's learning through the use of first hand experiences such as school visits and residential trips (Y6) in order to bring learning to life. We will always include your child in visits, ensuring any specific needs they have are taken into account with our risk assessment. We may ask for your support on a visit, dependent on your child's needs.

All children have equal rights to attend our extra-curricular clubs and we make all 'reasonable adjustments' to ensure they can. If the club is run by an external agency we will make sure that they are aware of any specific needs your child has that would impact on the activities within the club.

Our Breakfast Club is run by our school Learning Mentor- if you would like your child to attend please make us aware and we will inform the Learning Mentor about your child's specific needs.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

To support your child in accessing the school facilities we have:

- Ramp access to all down stairs classrooms either through classroom doors or through the main office
- A hygiene suite with disabled toilet, shower and changing facilities
- An extra disabled toilet
- Support to communicate with English as an additional language (EAL) parents would be provided by the ethnic minority service (EMAS)

HOW ACCESSIBLE IS THE CURRICULUM?

To support your child in accessing the curriculum we have:

- Access to laptops, I-pads, cameras and microphones
- Easily accessible practical equipment in each classroom, such as mathematics resources

We also have an Accessibility Plan which sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA (participation in the school curriculum; improving the environment of the school; improving the delivery of information). This is available from the School Office.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THE SCHOOL?

Early Years Transition:

- The Early Years teachers visit feeder nurseries
- Parents are encouraged to look round with their children
- Visits are arranged the term before starting to coincide with the whole school change over week
- School receives and uses relevant paperwork to plan extra support if needed
- Agencies already involved are consulted
- Parents are given an opportunity to attend an information event before their child starts in September
- A transition book using Louis the puppet is given to children

Transition between classes:

- There is an exchange of information between teachers during a staff meeting session
- A change over week with their new teacher in their new class before the end of the summer term
- Extra lessons with the new teacher can be arranged if a pupil is particularly anxious
- A parents evening in the Autumn term to discuss settling in and any concerns
- Support from the Learning Mentor

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO TRANSFER TO SECONDARY SCHOOL?

We understand that this is a daunting time for all pupils but more so if your child has SEN. We support your child by:

- Meetings are arranged with outreach services and SENDCOs from Secondary Schools for parents if required
- Information is shared with the Secondary School through transfer of paperwork, face-to-face meetings, emails, etc.
- Secondary SENDCOs and Teaching Assistants visit pupils in school to provide them with additional information and meet them prior to any visits
- Additional visits are put in place to meet each child's individual needs
- Transition booklets are completed in school to support your child
- If your child has an Educational Health Care Plan, relevant outside agencies and the Secondary School SENDCO will be invited to the annual review prior to transition

HOW CAN I BE INVOLVED IN SUPPORTING MY CHILD?

There are many ways that we would encourage you to support your child in school:

- By attending meetings about your child as regularly as possible
- At target setting reviews you will be asked to comment on progress and make suggestions for future targets
- You will be asked to support your child in achieving these targets either through the normal homework or with extra work/games which we will provide for you
- All parents are asked to hear their child read regularly, assist in learning spellings and their times tables
- You may wish to volunteer in your spare time to hear readers or support with an after-school club
- By attending celebration events such as open days, class assemblies, Christmas performances and fundraising events
- Completing the annual parent questionnaire and other methods of feedback that we may use

HOW DOES SCHOOL PREVENT CHILDREN WITH SEN FROM BEING TREATED LESS FAVOURABLY THAN OTHERS?

As a school, we ensure that we follow the guidance in the Equality Act 2010 and comply with the Public Sector Equality Duty. Our school's Equality Policy outlines how we address equality issues for SEN children on a day-to-day basis. These strategies ensure SEN children have access to the same things and are treated in the same way as other children. A copy of our Equality Policy is available from the Office and our Equality Statement (targets to improve provision for specific groups) can be found on the School website.

HOW CAN I ACCESS SUPPORT FOR MY FAMILY AND MYSELF?

Some useful organisations are:

Organisation	Function	Telephone	Website/Email
Family Services Directory (LCC)	Signposting to SEN information and support		Link on: Lincolnshire.gov.uk/parents
Lincolnshire Parent Carer Forum	Support for, and representing the views of parents	0845 33 11 310	www.lincspcf.org.uk
Liaise	SEND information, advice and support	0800 195 1635	Email: liaise@lincolnshire.gov.uk
Family Lives	Support for family issues	0808 800 2222	www.parentlineplus.org.uk
British Dyslexia Association	Advice and support with issues around dyslexia	0333 405 4567	www.bdadyslexia.org.uk
The National Autistic Society	Support with issues around Autism	0808 800 4104	www.autism.org.uk
Lincolnshire ADHD Support Group	Support with issues around ADHD	01522 539939	Email: lincoln.adhd@btconnect.com
Lincolnshire Centre Grief & Loss	Support with bereavement	01522 546168	
Alford's Children's Centre	Parent groups and courses	01507 463218	alfordCC@lincolnshire.gov.uk
Lincolnshire County Council - Local Offer information	Details of what LCC offer SEN families and links to more support organisations		www.lincolnshire.gov.uk/SENDlocaloffer

For more advice and signposting to helpful organisations, please see Mrs Simpson (SENDCO) or the Parent Noticeboard outside the Office.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

For any further help and advice please contact:

Your child's class teacher (your first point of contact)

SENDCO - Mrs Simpson (available every Wednesday morning, Thursdays and Fridays)

Head teacher - Mrs Forster

SEND Governor - Mrs Forman

If you have a complaint about the way in which your child's SEN needs are being provided for and the normal route of talking to their class teacher or the Head teacher has not been successful, then the Governors can be contacted through the Clerk to Governors, Catherine Murray.

This report was written in consultation with a Parents working party, representing children and families with SEN - 25th February 2016