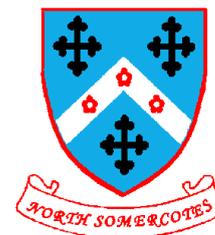


# North Somercotes CE Primary School



## SEN Information Report

Autumn Term 24

### Our Aim

At North Somercotes C.E. Primary School we aim to encourage all children to have an equal opportunity to contribute fully to the life and work of the school. We believe that learning should take place in a climate of warmth and support, in which each individual can develop and grow in self-confidence and self-esteem. We believe that with the right training, strategies and support virtually all children with Special Educational Needs and Disabilities (SEND) can be successfully included in mainstream education and will all make progress academically, personally, socially and spiritually. The teaching and learning achievements, attitudes and well-being of every pupil matter and should be valued in relation to their own potential, not the achievement of others.

### Our Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for all pupils and make an early, accurate identification of those who may have SEND
- To work in partnership with parents/carers
- To value and encourage the contribution of all pupils to the life of the school
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To work with the Governors to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to further support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality differentiated teaching and learning for all pupils.

### What are the areas of SEND?

#### a) 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. 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.

### **b) 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.

### **c) 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.

### **d) 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 habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind 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.

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

The Special Educational Needs Co-ordinators (SENCOs) are:

Mrs Knott and Mrs Sandiford

(North Somercotes Primary School 01507 358221)

The SEND Governor is Miss Pinder

Designated Safeguarding Lead is Mr Floyd (head teacher)

Deputy Designated Safeguarding Leads are Mrs Abualzulof, Mrs Sandiford and Mrs Knott

Lincolnshire SEND Local Offer can be found:

<https://www.lincolnshire.gov.uk/send-local-offer>

### **What does the school do if children need extra help? Implementing the graduated approach**

- It will be known on entry to school or concerns will be raised either by a parent or the class teacher.
- The class teacher will inform the SENCO.
- The class teacher and SENCO will refer to the SEND Identification and Support flowchart.
- Interventions and support for children will be monitored through the Class Provision Map and use of individual Pupil Profiles or an Individual Education Plan (IEP).
- The child may be placed on the SEND register based on results from observations in class, monitoring data and discussion with pupil, parents, class teacher, SENCO and any outside agency supporting. There are 3 stages on the SEND Register:
  - SEN Support – children with a Pupil Profile monitored through Class Provision Map
  - SEN Support – children with a Pupil Profile monitored through Class Provision Map and have an Individual Education Plan (IEP)
  - Education Health Care Plan (EHCP) - children with a Pupil Profile monitored through Class Provision Map, have an Individual Education Plan (IEP) and have an EHCP.
- IEP targets will be set between the class teacher, the SENCO, the pupil (if relevant) and the parents.
- IEP Review meetings will be held 3 times per year with the class teacher, the

SENCo, the pupil, parents, and outside agencies where appropriate.

- An EHCP Review occurs once a year
- If a review of the target reveals further intervention is required, the SENCo may request support from an outside agency with parental consent.

#### **How is the curriculum adapted to meet the needs of the SEND pupils?**

- Additional Adult Support
- Paired/Shared Reading
- Adapted Text
- Size/Colour
- Quiet Working Space
- Smaller Group Sizes
- Differentiation in Task
- Word Banks/Other Scaffolding Support
- Opportunity to meet the learning outcome in a different way

#### **How will parental concerns be addressed?**

- Initial concerns raised by parents will be listened to and next steps will be arranged.
- A meeting may take place with the teacher or SENCo if necessary.
- The class teacher and SENCo will refer to the SEND Identification and Support flowchart.
- Assessments, which take place every term, will be considered as well as any additional assessments made.
- Children's needs will be planned for, met and monitored on whole Class Provision Map initially. If progress is not being made an Individual Education Plan (IEP) will be written by the SENCo, class teacher, parents, child (when appropriate) and any outside agency involved with specific targets.
- The targets will be reviewed regularly in line with the SEN Code of Practise 2015 – 3 times a year.
- This process is called Assess, Plan, Do, Review.
- For a child to be considered for a referral for an Educational Health Care Plan (EHCP) this process has to have been completed at least 3 times with sufficient evidence that a child is not making progress.

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

We value 'pupil voice' and want all our pupils to contribute to the curriculum and school life in general. As part of the normal cycle of assess, plan, do, review the teacher, TA or SENCo involved with working with your child will ask for the child's view about progress towards their targets. For those children with an IEP and EHCP, this is recorded on the Pupil Voice sheet. This will also focus on what they think has worked well and what they think would support their next step.

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

We work closely with our feeder pre-schools and have a vigorous transition programme during the summer term.

- Stay and play sessions
- Teacher visits the Pre-School setting and SENCo if necessary.
- Sharing information with these settings.
- Parents meetings prior to starting school.
- Multi-agency meetings if your child has an outside agency involved.

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

We work closely with our local secondary schools to support transition. In addition to the normal transition arrangements, for children with SEND we may arrange:

- Additional visits
- Observations
- Sharing information between SENCo's and for the SENCo from the next school to be involved in the final review meetings in school.

### **What qualifications and training do staff have?**

- Mrs Claire Sandiford & Mrs Amy Knott – The National Award for Special Educational Needs Coordination. SENCos keep up to date with current Lincolnshire SEND Briefings.
- Specific training for individual children
  - Sensory circuits
  - Relational repair workshop
  - ELSA training
- Recent training for all staff:
  - Precision teaching
  - Dyslexia training – delivered by Dyslexia Outreach Support
  - Making sense of Autism – delivered by the Working Together Team

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

<b>Agency</b>	<b>Support available</b>
Educational Psychologist	Specialist support 1:1 support Observations Assessment Target setting Support with referrals Staff support
Speech and Language Therapist (SALT)	Observations Delivery of speech programmes Staff support

	Target setting
Specialist SALT	Specialist support Observations Target setting Staff support
Specialist Teaching Team (STT) – part of SENDS	Assessment Target setting Staff support
Working Together Team (WTT)	Specialist support for social and communication, including autism Behaviour support Observations Staff support Target setting
Behaviour Outreach Support Service (BOSS)	Specialist support Observations Delivering specific training/support Staff support Target setting Risk assessment
Sensory Education Support Team (SEST)	Specialist support Target setting
Healthy Minds	Specialist support Delivery of 1:1 support Delivery of small group support
Independent School Counselling	Specialist support Delivery of 1:1 support
Occupational Therapy	Specialist support Delivery of 1:1 support Target setting
Physiotherapy	Specialist support Delivery of 1:1 support
School Nursing Team	Specialist support Staff support
Social Care	Specialist coordinated support for child and family Target setting
Team Around the Child (TAC)	Specialist coordinated support for child and family Staff support Target setting
Adolescent Mental Health Services (CAMHs)	Specialist support Delivery of 1:1 support Behaviour support Observations Staff support
Ethnic Minority and Traveller Education	Specialist support

Team (EMTET)	Observations Staff support
Virtual School – supports education of children in care	ePEP (personal education plan) support Staff support

We also make referrals via an Early Help Assessment (EHA) from time to time to external services such as to Healthy Minds, Paediatricians, TAC and Child and Adolescent Mental Health Services (CAMHs).

### **What do I do if I need to make a complaint?**

The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs.

However, all complaints are taken seriously and will be heard through the school's complaints procedure.

In most instances complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEND should be addressed to the SENCo and/or the Head teacher.

If a situation remains unresolved then a letter outlining parent/guardian concerns should be sent formally to the Clerk to the Governors at the school address: North Somercotes C.E. Primary School, Warren Road, North Somercotes, Lincolnshire LN11 7QB.

If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Special Educational Needs and Disability (SEND) Service:

Email – [customerrelationsteam@lincolnshire.gov.uk](mailto:customerrelationsteam@lincolnshire.gov.uk)

Telephone - 01522 843322

### **Where can I find other information about SEND in North Somercotes CE Primary School?**

- SEND Policy
- SEN Local Offer
- Quick Guide to SEND Abbreviations
- Accessibility