



North Somercotes CE Primary School

Special Educational Needs – Local Offer

(Updated Autumn Term 2024)

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

- Contact your child's teacher. This could be informally at the end of the school day or formally through a pre-arranged appointment.
- The class teacher and parent will decide on a plan of action.
- The Special Needs Co-ordinator (SENCo) will be informed and an appointment will be made to discuss your child.
- If appropriate, your child will be placed on the Special Educational Needs and Disability (SEND) Register.
- Targets will be put in place for your child or an outside agency intervention will be requested.

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

- Following the initial conversation between parents and the child's class teacher, it may be necessary to arrange a longer meeting to discuss this further.
- Next the class teacher will discuss your concerns with the SENCo and your concerns will be looked into. This may include making additional assessments, observations and having discussions and sharing information with other adults who work with the child.
- This will be followed by a further meeting, this time between the parents/carers, the class teacher and the SENCo, where the findings will be discussed.

• **How will the school decide if my child needs extra support?**

- The decision that your child needs extra support will be made by the class teacher, in consultation with yourself and the SENCo.
- This decision will be based on evidence of your child's progress in class (This could be academic or social depending on the issue). This may also involve different assessments used by other

professionals and observations by other professionals. This information will be shared with you at the follow-up meeting and the decision will be discussed.

- The decision to place a child on the school's SEND register is not taken lightly. No child can be placed on the SEND register without a parent's permission.

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

- Children will be assessed through formal data collection, outside agency assessments or informally through observations.
- From these assessments targets will be created. These will either be recorded on the Class Provision Map or more individually on a Pupil Profile or an Individual Education Plan (IEP).
- A range of different strategies will be put in place to help your child achieve their targets. These could include in class support, small group work, 1:1 support or External Agency support.
- Targets will then be reviewed and next steps will be considered. If your child has an IEP, parents will be invited to review meetings 3 times a year. If your child's targets are part of the Class Provision Map these targets will be discussed at Parents' Evening again 3 times a year.

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

- When they are working in the classroom your child will mainly be helped by the Teacher or Teaching Assistant; they may also be supported in the classroom by a volunteer.
- On other occasions children may sometimes be withdrawn from the classroom to receive support in a small group setting or very occasionally on a 1:1 basis; this usually is with one of our Teaching Assistants.
- The school is sometimes assisted by outside agencies, who give specialist advice. You can see a list of these agencies in section 7.

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

- Mrs Amy Knott, SENCo & Mrs Claire Sandiford, SENCo (National SENCO Award).
- All staff are First Aid trained.
- Selected staff, including Early Years, are Paediatric First Aid trained.
- All staff receive annual Child Protection and Safeguarding Training.
- The school's Safeguarding Team undertake full designated safeguarding lead training.

- The National College Safeguarding Platform is used for all staff Safeguarding Training in line with the school's Safeguarding Training Pathway.
- There are staff across Key Stage 1 and 2, including Mr Paul Floyd (Head), who are trained in 'Team Teach'.

- **Who else might be involved in supporting my child?**

- For some children the school may request parents' permission to involve other key professionals who work for support agencies. In our own school the main agencies/professionals we work with are:

Educational Psychologist (EP)

Special Educational Needs and Disability Support (SENDS) – Specialist Teaching Team (STT)

The Working Together Team (WTT)

Speech and Language Therapists (SALT)

Specialist SALT

Healthy Minds

Behaviour Outreach Support Service (BOSS)

Child and Adolescent Mental Health Service (CAMHS)

School Nursing team

Physiotherapy

Social Care

Team Around the Child (TAC)

Occupational Therapy

Sensor Education Support Team (SEST)

Independent School Counselling

Ethnic Minority and Traveller Education Team (EMTET)

- **What support will be there for my child's emotional and social well-being?**

Pastoral, and social support:

- The school offers a range of support for children with emotional and social needs. Support will always include the opportunity for children to meet on a regular basis with a named adult (usually a Teaching Assistant) to discuss any concerns the child may have. Also children may be encouraged to use a home school diary to share concerns.

- Some children may take part in a specific programme aimed at developing social and emotional skills, such as 'Socially Speaking', 'Time to talk', 'Lego Therapy', 'Friends for Life' or 'Social Scripts'. Where further advice is needed from a qualified professional, a referral may be sought from other agencies.
- The school has an ELSA trained Teaching Assistant (TA) who supports small groups of children or individual children with social and emotional needs.

Medication:

- For children with needs which require prescription medication to be taken in school, these needs can usually be met by arrangement with the school. We are only allowed to administer medication in accordance with a prescription from a qualified medical practitioner. These will be administered in line with the school's 'Medicines Policy'.

Behaviour:

- As a school we have an extremely positive approach to all types of behaviour with a clear sanction and reward system that is followed by all staff and pupils.
- For children who really struggle with issues related to behaviour choices advice may be sought from other agencies. It may be necessary to put a behaviour plan/reward chart in place in order to give further guidance for a child who is experiencing difficulties with behaviour choices in order to try to avoid exclusion.

Attendance:

- Attendance is an important issue. Research clearly shows that children who attend school regularly have greater chances of success both now and in the future.
- The school celebrates good attendance and this is rewarded at the end of each half term.
- Attendance is monitored regularly both at school, and by the Education Welfare Office. Where issues are identified regarding a child's attendance a request for a meeting with parents is made to discuss how support can be put in place to ensure the child is attending school regularly.

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

- Children who have an Individual Education Plan (IEP) will discuss and set targets in discussion with class teacher and SENCo, where appropriate. If these children do not want to attend the IEP reviews, they will discuss their targets and their progress with a familiar adult and their views will be recorded on a 'Pupil Voice' sheet that will be shared in the IEP review.
- For children with emotional difficulties they are often encouraged to keep a home/school diary to record any anxieties. These children also have the opportunity to discuss their feelings with a familiar adult who may be the ELSA trained TA.

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

If your child has SEND then they will require support which is 'additional to and different from' the rest of the class. This does not mean that they need to be taught outside the classroom, it simply means that teachers need to ensure they use a range of different strategies to support the child's learning. Possible strategies include:

- Routine strategies such as seating arrangements, use of a visual timetable, use of ICT, additional resources or equipment;
- Additional support in the classroom, such as another adult or a Teaching Assistant supporting the child's learning;
- Further support such as an intervention programme. This is a series of short sessions focusing on a particular skill or area of understanding and may take place in the classroom, or an individual or group may be withdrawn to a quieter place.
- A special program written for them by an external agency but delivered by the school.
- These interventions are recorded on the Class Provision Map/Pupil Profile or IEP.

- **How will I know how well my child is progressing?**

- For children with Individual Education Plans, 3 formal review meetings take place each year where the class teacher, SENCo and the parents will meet together to discuss the child's progress. In these meetings we will discuss how the child has been progressing with their targets as well as their

academic progress. Any External Agencies currently involved with the child will also be invited to attend the review meeting.

- For children who have interventions that are recorded on the Class Provision Map there will be 3 reviews over the year, during Parents' Evening.
- Additionally, the school operates an "open door policy" and welcomes the opportunity to meet with parents to discuss a child's progress at any stage.

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

The school has a number of different ways of measuring the child's progress depending on both their age and their stage of development:

- All children have their progress measured every day using "Assessment for Learning" strategies by the class teacher. This means the teacher is constantly making sure that the child is understanding what they are doing well and what they need to do next in order to improve;
- Children in the Early Years Foundation Stage have their progress measured against Early Learning Goals laid out in the Early Years Profile.
- Children in KS1 and KS2 usually have their attainment and progress measured against the National Curriculum.
- Some children in KS1 and KS2 may need progress to be measured using the Pre Key Stage Standards.
- Some children in KS1 and KS 2 may need progress to be measured using the Engagement Model.
- Progress against a child's individual targets.

Progress of all children in the school is regularly monitored by the Head Teacher to ensure that children are not falling behind.

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

- Open communication between the school and parents is the key. Where a child has additional needs which require special access arrangements, the school would always want to meet with parents at the planning stages of the trip in order to ensure maximum access for the child. Should an additional adult be required to support with these arrangements this can be arranged by the school.

- All school clubs are open to any child within the target age range who wishes to take part and additional needs should be no barrier to this. Please speak to your child's class teacher if you have a concern about this.

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

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

- Ramp access to the school
- Disabled toilet
- Disabled parking space

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

We have strong links with our feeder settings and to ensure a smooth transition we:

- Arrange visits to the school prior to starting in September. These visits will help to support the child and ensure they are familiar with routines and have had an opportunity to meet their new class teacher and to see the classroom they will be taught in.
- The Reception class teacher will also visit the settings that the children come from.
- Attend any Individual Education Plan review meetings in the year before a child comes to school.
- Meet with agencies already involved with your child.
- Make individual transition books for those children who will find transition difficult.

For children joining our school at any other point during the school year, or in any other year group, we encourage all new children to visit our school prior to starting when they will meet some of the children in their class and be shown around the school. For all children joining the school at other points, we will engage with the previous school in order to ensure as smooth a transition as possible.

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

- During Key Stage 2 there will be opportunities for your child to visit local secondary schools in order to make an informed choice about which school suits their needs the best.

- For children with Additional Needs it is helpful to begin the process in Year 5 by visiting the secondary school as you may need longer to consider the choices. It is a good idea to visit schools more than once as you may think of different questions on a second visit.
- All schools offer an open evening event for parents, which gives an ideal opportunity for you to discuss your child with the SENCo.
- Once your decision is made, all children have a number of opportunities to visit the receiving school prior to the end of Y6.
- Additionally, children who are on the SEND register can have further visits arranged focusing on areas of anxiety or on how the secondary school can support their needs.

• **How can I be involved in supporting my child?**

Parents are given a variety of ways to support their child's development in school and at home. We encourage parents to:

- Read with/to your child
- Play games for developing memory, spelling, numeracy
- Follow specific agency advice

Parents are also encouraged to support the school by:

- Share your knowledge of your child at Parents' Evenings and review meetings
- Joining us to celebrate success, e.g. celebration assemblies,
- Being an active member of the Parent Teacher Association and join in fund raising for the school.

• **How can I access support for myself and my family?**

Lincolnshire Parent Carer Forum (LPCF)

This is a group that provide support for parents whose children have special educational needs. They can provide a whole range of advice both on the phone and in the form of leaflets. They can be contacted at

admin@lincspcf.org.uk Tel 07925 232466 LPCF, PO Box 1183, Spalding, PE11 9EE

Special Educational Needs and Disability (SEND) Services

This is part of the Local Educational Authority and can provide advice about services in the county. They can be contacted on 01522 550806. They also have a dedicated website which you can contact for any SEND questions or to gain advice about access to any of the services available in and around Lincolnshire: EAL_SendLocality@lincolnshire.gov.uk

Healthy Minds Lincolnshire

This Website offers a range of pre-recorded workshops covering specific elements of emotional wellbeing that parents can assess with their children at home.

<https://www.lpft.nhs.uk/young-people/online-workshops>

Working Together Team Lincolnshire

This website offers resources for parents of children on the Autistic Spectrum.

<https://www.wtt.org.uk>

• Who can I contact for further information?

It is very important that parents and the school work together, so if you have any concerns, please make an appointment to speak to your **child's class teacher**, just as he/she will contact you for an appointment if he/she has any worries.

If you have any further questions you can also talk to:

- Mrs Amy Knott (SENCo) and/or Mrs Claire Sandiford (SENCo)
- Mr Paul Floyd (Head Teacher)