



SEND INFORMATION REPORT

2019/20

| Document Control | |
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Our Vision

To inspire a love of learning

Inspirational teaching that enables all our children to flourish as confident and independent learners

A vibrant curriculum that fires each child's imagination to explore and fulfil their own potential

A loving, Christian school family that values every child and takes pride in their achievements

There are many terms that are abbreviated. We hope the glossary below is useful.

| Abbreviation | Meaning | | |
|---------------------|----------------------------------------------------------|--|-----------------------------------------------------------------------------|
| ADD | <i>Attention Deficit Disorder</i> | | LA <i>Local Authority</i> |
| ADHD | <i>Attention Deficit and Hyperactivity Disorder</i> | | LAC <i>Looked after Child(ren)</i> |
| ASD | <i>Autistic Spectrum Disorder</i> | | MLD <i>Moderate Learning Difficulty</i> |
| BESD | <i>Behavioural and Emotional and Social difficulties</i> | | MSI <i>Multi-Sensory Impairment</i> |
| CAMHS | <i>Child and Adolescent Mental Health Service</i> | | NC <i>National Curriculum</i> |
| COP | <i>Code of Practice</i> | | OFSTED <i>Office for Standards in Education</i> |
| CP | <i>Child Protection</i> | | OT <i>Occupational therapist</i> |
| CYP | <i>Child and Young People</i> | | PEP <i>Personal Education Plan</i> |
| DCD | <i>Developmental co-ordination Disorder</i> | | PMLD <i>Profound and Multiple Learning Difficulties</i> |
| EAL | <i>English as an Additional Language</i> | | SALT <i>Speech and Language Therapy/Therapist</i> |
| EHA | <i>Early Help Assessment</i> | | SEAL <i>Social and Emotional Aspects of Learning</i> |
| EHCP | <i>Education and Health Care Plan</i> | | SEMH <i>Social, Emotional and Mental Health</i> |
| EP/Ed Psych | <i>Educational Psychologist</i> | | SEN <i>Special Educational Needs</i> |
| FSM | <i>Free school meals</i> | | SENCo <i>Special Educational Needs and Disabilities Co-ordinator</i> |
| GLD/GDD | <i>Global Learning Delay/Global Development Delay</i> | | SEND <i>Special Educational Needs and Disability</i> |
| HI | <i>Hearing Impairment/Impaired</i> | | SpLD <i>Specific Learning Difficulty</i> |
| IEP | <i>Individual Education Plan</i> | | TAC <i>Team Around the Child</i> |
| KS | <i>Key stage</i> | | VI <i>Visual Impairment /Impaired</i> |

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

If you think your child has special educational needs or you are worried about their progress and believe there may be underlying concerns, then please discuss this with your child's class teacher in the first instance. They will raise your concerns with the school SENCo who in turn will contact you to arrange a meeting for further discussion.

*The school **SENCo is Mrs K Standen**, who can be contacted by calling the school office on 01780 762400 or by emailing enquiries@stgilberts.co.uk or call in to the office to arrange an appointment.*

Our SENCo is responsible for the operation of the Special Educational Needs 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 to plan effective provision in school and to liaise with external agencies, who are able to give more specialised support if required.

How will the school respond to my concern?

We are an open school. Please be assured that we are keen to listen to your concerns and discuss them with you. Discussions between parents/carers, pupils (if appropriate), class teacher and SENCo will determine the level of support needed in school. Regular reviews between school, pupil and parents/carers will enable ongoing monitoring of how needs are being identified and met.

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

The school tracks all children to monitor their progress and will discuss this with parents during parents' evenings. If we are concerned at any time, we will discuss this with you at these meetings but we may contact you at other times. However, if you have raised concerns with the school, we will meet to discuss these fully, along with your child's class teacher, in order to gather and consider all key information.

The class teacher, Key Stage Leader and/or SENCo will analyse your child's attainment and their progress. We will assess the success of any intervention in place. We will also analyse any information you have provided to the school. We will talk with your child to find out how they feel they are doing in school and whether they would like some additional help in school. We will then meet with you to discuss the best way forward.

Sometimes a short period of more targeted support for your child will meet their needs and this will usually be the first step. However, if we believe that there is still a need for further support, with your consent, we may involve an external agency such as a Speech and Language Therapist or the Educational Psychologist. The main aim is that we all work together so that we can support you and your child.

What will the school do to support my child?

The school will organise targeted support to for your child. The class teacher and SENCo will plan the programme of initial support with you and your child. Timescales will be agreed with you to review your child's progress and then set further targets, taking into account your child's progress against the previous targets.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership team to discuss the progress of pupils in their class. This shared discussion may highlight further concerns which will form the basis for further support which may be from an external agency. You may need to sign a form which gives consent for this referral to be made. You will be involved in this decision.

A decision will be taken with you as to whether your child's name should be added to the SEN register. Your child will then receive an Individual Educational Plan (IEP) which will have key targets linked to their areas for development and you will have additional meetings three times a year to monitor progress against these targets. However, these may be more frequent if we all believe that this would be beneficial.

Who will support my child in school?

Teachers and Teaching assistants will work with your child and you will be made aware of who these staff will be. The school may organise for your child to work alongside other children if we feel this would be of benefit to them. We also have volunteers who come into school to hear children read and they may also work with your child.

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

There are staff with various qualifications to provide additional support in school. Staff training is delivered by external agencies, including Working Together Team (formerly Autism Outreach), Educational Psychologists, Speech and Language Therapists and Teachers for the Hearing Impaired. Where staff are working with child with specific needs they will also be given relevant professional development to ensure that individual needs are being met.

How are school governors involved and what are their responsibilities?

Mrs J Marshall is the SEND Governor for our school. She has a wealth of teaching experience particularly with children who have Special Educational Needs. The SENCo meets with the SEND Governor at least three times a year and reports are also made to the Governing Body on the well-being and attainment and progress of those on the SEND register based on their monitoring of provision.

Who else might be involved in supporting my child?

The school works with various external agencies to meet the needs of pupils. These are:

- Educational Psychologist
- Speech and Language Therapist
- Family Support Workers
- Social services
- Adoption Services
- Community Paediatricians
- Children's Centre
- CAMHs – Child and Mental Health Service
- Working Together Team (Autism Outreach Team)
- Child Protection Advisors
- Early Help Team
- EWO - Educational Welfare Officers (also known as AAP – Attendance Advisory Practitioner)

We also work closely with secondary schools and Special Schools and invite them to meetings when your child is transitioning into secondary school or at any other time as deemed appropriate.

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

We will involve your child from the start by talking to them about what they may find difficult and asking their views on what they believe would help them to access all aspects of school life. You would help us by doing the same at home and sharing these views with us, as they may feel more comfortable doing this with you. We will also involve your child when we review their learning, talking about their successes and involving them fully in setting their targets. Sometimes a Teaching Assistant may be working directly alongside your child and they will be part of these reviews. Sometimes the TA will be the person whom your child prefers to talk to about school rather than their class teacher.

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

We recognise that at times children may be unhappy for a variety of reasons and we will work with you to support them and help them work out what is worrying them. These can be issues around learning, friendship or other worries and sometimes they can be founded on issues that are happening at home.

*The class teacher will work with your child and put strategies in place so that your child can communicate with them easily. We have worry boxes in class, sometimes we organise a diary for your child which they can write in and then share and we also run regular Nurture Group sessions. We may also organise for your child to visit our Learning Zone so that they can have individual support with our **HLTA, Mrs C Camp**, who is trained in a number of different areas to support children, including the use of social scripts and Feelings Art.*

We will make sure you are aware of what is happening in school and work alongside you and your child to move forwards. It is important that your child is involved fully in planning what they think might help them and, in working 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 and our exclusion 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 see our E-safety, Anti-bullying and Anti-Cyber bullying policies.

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 Individual Health Care Plan in place. Specific staff will undergo training to meet these needs as appropriate. Unless, your child has medication for ongoing medical reasons such as diabetes or epilepsy, the school will not administer medicines and we ask that you organise for someone to visit the school to administer antibiotics if you are unable to do so.

All staff have basic First Aid training, as well as asthma and Epi Pen training. Some staff members also have a higher level of paediatric First Aid training.

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

Matching the curriculum to your child's needs will depend on what we have identified as the most important area to focus on. We can differentiate activities for your child and deliver these in class or, alternatively, they may have support in one of our shared areas, working one-to-one or in small groups. Many children in school have over-teach sessions (additional time to look at information learned in the classroom) or intervention to address identified gaps in their knowledge and understanding. Activities will be planned in line with your child's current ability and the targets we have set for them.

Learning may be practical, IT-based or paper-based depending on how best your child learns, whilst also making sure they have full access to all activities. We may also provide specialist equipment e.g. writing slopes, concentration cushions, pencil grips or adapted scissors.

In some cases, children may require a differentiated curriculum, for example to incorporate Life Skills, physiotherapy sessions, Speech and Language therapy or supports for writing e.g. through the use of IT programmes such as Clicker 6, use of dyslexia-friendly dictionaries and coloured overlays. It is of the utmost importance to include every child with their classmates as much as possible, whilst making appropriate adjustments to enable them to access all opportunities for learning as well as development of social skills.

What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

If your child has a Special Educational Need we will meet with you at least three times a year, and more if required. These meetings are in addition to general Parents' Evenings. We may also put a Home-School Book in place which means we can communicate together on a daily basis if deemed beneficial.

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

It is important to remember that all children are individuals and will progress differently to others in their class or year group. We set targets for all our children and track their progress through the activities we set and also the assessments completed during the year.

We look to see if they are making the expected rate of progress and we will put support in place if we feel it is needed to enable them to make this progress.

In Foundation Stage, we monitor achievement through tracking against the Early Learning Goals. Once children are in Year 1 and above we track progress against the National Curriculum Standards, also using Pre-Key Stage standards to track progress where appropriate.

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

All children have full access to all activities as part of the curriculum which includes school trips. If we believe your child needs additional support, we will put this in place. If your child has a designated Teaching Assistant, they will be with them throughout.

How accessible is the school environment? How accessible is the curriculum?

The school treats all pupils equally. If your child is disabled or you feel they have physical or academic needs that may require additional support and procedures put into place, please contact the school to organise a meeting with the SENCo. We can then plan together. The school has disabled access, a hygiene suite and also a lift in KS2. The school also has two disabled parking spaces. We also use concrete resources, visual prompts and specialised IT programmes to support learning.

How are the school's resources allocated and matched to children's special educational needs?

The SEN budget is allocated each year and is used to provide additional support and resources which may include staffing. The school may allocate additional resources if required and believed necessary by the school.

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

If your child is joining Foundation Stage, they will be visited by their new teacher at their nursery setting or at home and will also take part in taster visits to the school prior to September. We also invite you to a New Parents' Information Evening. You and your child are also welcome to make an appointment to look around the school prior to their start so that your child is familiar with the surroundings. Information for new starters is also available in the school website.

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

We have good links with all local secondary schools. The school will organise a transition plan for your child if you and the school believe this will support your child through transition. This is a plan which will detail what will be done to support your child in moving to secondary school. Additionally, the class teacher and SENCo will invite parents and children (if appropriate) to meet with the SENCo from your child's new school to ensure your child has the best and most effective start to their next stage of education. All secondary schools visit feeder primary schools ahead of any transition visits and pupils are invited to visit their new school prior to starting.

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.

How can I be involved in supporting my child?

Your role is exceptionally important and a key factor in moving your child's learning forwards. You will be involved in all reviews and plans for your child.

Please talk with us about your child's successes as well as any concerns, and actively work at home on agreed targets, for example, hearing your child read every night, helping your child learn sounds, times tables and number facts. You can also help us by ensuring your child completes homework on time and takes pride in all that they complete.

If outside agencies have been involved, suggestions and programmes of study are usually provided that can be used at home, as well as in school. The class teacher and school SENCo may meet with you to discuss specific strategies.

How can I access support for myself and my family?

If you would like to access information yourself, please do so by accessing www.lincolnshire.gov.uk/SENDlocaloffer.

Further information can also be found on the Family Services Directory Website: <https://www.lincolnshire.gov.uk/childcare-and-family-support/family-support/family-services-directory/>