



Special Education
Needs & Disabilities
(SEND)
Information Report
2016



Introduction

At St Anne's Church of England Primary School, we have high expectations and offer excellence and choice for all of our children, whatever their abilities or needs. We aim to achieve this through the removal of barriers to learning and participation for all. We ensure that all of our children know that they are valued and important members of our school community and through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

We aim to meet the needs of each and every child, including those with Special Education Needs and Disabilities, so they reach their full potential and enjoy their learning.

What is 'Special Educational Needs and Disability'?

Under the Special Education Needs Code of Practice 2014,

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

Special educational needs are described by the Code of Practice as falling into four areas. These are:

1. Communication and Interaction;
2. Cognition and Learning;
3. Social, Emotional and Mental Health;
4. Sensory and/or Physical Needs.

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

If you have applied for admission into our Reception class or a mid-year admission into another year group, it is important that you discuss with the school your child's special or additional needs. This will enable school and home to work in partnership together to ensure that needs are identified and appropriate provision provided.

If your child is already at our school and you have any concerns about your child at any time, you should arrange to meet with his/her class teacher. If an additional need is identified, an initial meeting will be arranged with the class teacher and the Special Educational Needs and Disabilities Co-ordinator (SENCo) in order to plan next steps.

How will the school respond to my concern?

This school highly values partnerships with parents and carers and we seek to work closely with families to ensure that all children reach their potential. All concerns will be taken seriously and any actions will be agreed together. A brief outline is detailed below:

1. Initial concerns will be discussed with the class teacher.
2. The class teacher will gather a range of evidence and discuss concerns with the SENCo informally.
3. If a special educational need is identified, the child will be placed on the school's Special Educational Needs Register and an Individual Educational Plan (IEP) will be written, including specific targets.
4. Advice, assessments and/or observations may be requested by outside agencies to support with suitable target setting.
5. The plan will be shared with the pupil, parents and relevant adults.
6. The targets will be reviewed with pupils and parents in each of the Autumn, Spring and Summer terms.

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

A range of information will be used to make a decision including:

- ongoing 'class' assessments;
- pupil performance data shared at Pupil Progress meetings;
- observations over a period of time;
- discussions with parents/carers;
- discussions with pupils;
- advice/feedback from the SENCo;
- advice sought from outside agencies.

What will the school do to support my child?

Initially we will implement the agreed plan of action, making full use of the support available within the school. Where necessary additional advice and support may be sought from external agencies. Individual Educational Plans (IEPs) will include agreed strategies and interventions that will be in place to support the child as well as realistic short term SMART (Specific, Measurable, Achievable, Relevant/Realistic, Time-bound) targets. These will be reviewed through a cycle of 'Assess, Plan, Do, Review'.

Assess

Your child's progress is continually monitored and reviewed by the class teacher and if necessary the SENCo. Any additional information, observations and assessments from outside agencies will also be considered.

Plan

The information gathered during the 'Assess' process will enable us to look carefully at the type of support your child will need. Targets may be set during this time and the appropriate provision will be put in place to enable your child to progress. Parents and children will be involved during the 'plan' phase.

Do

We use a range of different strategies to help your child achieve their target. Additional support known as 'intervention' could include:

- in-class support
- small group support
- 1:1 teaching
- observations and assessments from Outside Agencies

Review

Your child's progress will be reviewed regularly. We will look at provision, progress and attainment before deciding if your child needs to stay on the SEN register and continue the support; whether support needs to be intensified or whether the child can be removed from the SEN register.

This cycle is managed and monitored by the SENCo.



Who will support my child in school?

There are many individual and groups of people (detailed below) who may be involved in providing support for your child.

Who?	Roles & Responsibilities
Class Teacher	The Class teacher has overall responsibility for your child’s progress and will work with you and your child to ensure his/her needs are met. The Class teacher is the first point of contact should you wish to raise a concern about your child. It is the Class teacher’s responsibility to plan for teaching and learning and to make judgements based on your child’s progress.
SENCo	The SENCo will monitor the progress of all the children on the SEN&D register and will monitor the effectiveness of intervention for children throughout the school. The SENCo will lead review meetings, refer children to outside agencies when appropriate, liaise with other professionals and complete relevant paperwork.
Headteacher	The Head Teacher is in overall charge of all staff in school. The Head Teacher leads the termly pupil progress meetings and ensures that provision and support is available for children with SEN. The Head Teacher meets regularly with the SENCo to discuss provision in school for children with SEN&D.
Teaching Assistants	There is a trained Teaching Assistant in every class in the school. The Teaching Assistants support teaching and learning on a daily basis and have excellent knowledge of the children in the class. They work with children 1:1 as well as in small groups and also deliver structured interventions with the guidance of the class teachers and SENCo.
Learning Mentor	The Learning Mentor is directed by the SENCo and particularly supports individual and groups of children in terms of their social and emotional well-being. She is also available to support parents when needed.
Midday Supervisors	The Midday Supervisors support the personal, social and emotional needs of your child daily. Good communication between teaching staff and Midday Supervisors ensures that children are closely monitored during lunchtime and information is passed on if necessary.
Administrators	The Administrator will add your child’s special education need to the central record and provide clerical support when needed. This is directed by the SENCo.
SEN&D Governor	The Governing Body of St Anne’s Church of England Primary School has a named Governor whose responsibility is to oversee the provision for SEN&D and feed information back to the governing body.
Outside Agencies	The school works with a range of Outside Agencies including Speech and Language Therapists, Specialist Teachers, Educational Psychologists, Physiotherapists, Occupational Therapists, Paediatricians, Specialist Nurses and Counsellors. Their role is to support the SENCo with all aspects of SEND.

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

All staff have had training in and regularly receive updates for Safeguarding, First Aid, Team Teach (Positive Handling) and Medical conditions relevant to children currently attending our school e.g. epi-pen training. All staff have also found working informally with outside agencies especially supportive and have learned a lot from advice and support strategies shared.



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Smaller groups of staff or individuals have training and expertise in the following areas:

- RWI Phonics & Catch-up programmes;
- Precision Teaching;
- Colourful Semantics;
- Reading Programmes such as Paired;
- Nesy;
- Catch-up;
- The FRIENDS programme;
- Speech & Language Elklan programme;
- Speech & Language First Call;
- Moving and Handling;
- Dyslexia awareness;
- Autism awareness;
- Physio programmes.

Staff	Qualifications, Experience & Training
Teaching Staff	All teaching staff have Qualified Teacher Status (QTS) and undertake a programme of continued professional development (CPD) which includes SEND training.
SENCo	Our SENCo is an experienced teacher, working across the whole of the primary age range. She has a good working knowledge of expectations 'on entry' to school and end of KS1 and KS2 outcomes. This enables her, working with class teachers, to make a judgement that a child may have an underlying additional need or is following a pattern of development within the normal range.
Teaching Assistants	Our Teaching Assistants hold a range of qualifications, beginning at least at NVQ Level 3. They are an experienced group with a high level of expertise who benefit from a yearly programme of CPD.

Who else might be involved in supporting my child?

We are fortunate to be able to access and purchase a range of external agencies to support your child if needed. These include:

Service	Roles & Responsibilities
Educational Psychology Team	It is the role of the Educational Psychologist, who is employed by the Local Authority, to assess a child's special educational need and to support and advise parents and school staff.
Specialist Teaching Team	Our school has a designated Specialist Teacher from Lincolnshire County Council who works with children 1:1 to assess their underlying abilities in order to make recommendations for their support.
Paediatricians	Community Paediatricians are specialist in the health and care needs of babies and young children. They can offer diagnosis for children who may have a medical condition.
School Nursing Team	There are many nursing teams who advise and support schools, including Specialist Nursing for Medical needs, Diabetic nurses and Community Nurses.
Physiotherapy	The Physiotherapy service work with schools to assess fine motor and gross motor control. They may advise a programme to be used in school in order to develop motor control in children.
Occupational Therapists	The team has professionals trained to give advice on equipment, adaptations and activities to support the learning/social development of children.



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Service	Roles & Responsibilities
Speech and Language Therapy (SALT)	The Speech and Language Therapy service are a team of therapists who are trained to give specialist assessments, advice and treatment for children with communication difficulties.
Sensory Education & Support Service	The service offers advice and guidance to teachers who are working with children with visual, hearing or sensory impairment.
CASY Counselling	CASY provides a confidential, counselling service to young people aged from 6 to 25 within Nottinghamshire and Lincolnshire. School purchases blocks of support for individual children as required.
Grief & Loss Counselling Service	The Grief and Loss service offer support to children who are coping with loss in their life. This could be through the loss of a loved one, as well as the break-up of a family home.
Child, Adolescent Mental Health Service (CAMHS)	Child, Adolescent Mental Health Service are based in community locations and the multi-disciplinary teams can help with a range of complex mental and emotional health issues, including: anxiety, depression, trauma, eating disorders and self-harm.
Early Support Care Coordination (ESCO)	Early Support Care Coordination works alongside children and young people with a disability and their families, providing timely support and care co-ordination.

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 small group) will be organised to help your child's emotional and social development.

- Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs.
- The Learning Mentor (Justine Marshall) has a key responsibility for supporting children in terms of their social, emotional and behavioural development. Significant parts of her timetable are dedicated to this as she leads 1:1 and focused group sessions.
- The school rules, including rewards and sanctions, are used consistently to support children's behaviour (please see website for the school behaviour policy).
- We work closely with outside agencies to support children with emotional and behavioural needs.
- All safeguarding and child protection issues will be reported to Jonathan Austin (Head Teacher) or Natalie Blissitt (Deputy Headteacher) as designated teachers.
- All incidents are communicated to the relevant members of staff and serious incidents are recorded as Records of Concern and given to the Headteacher.
- PSHE is considered an important subject taught weekly and a curriculum including the use of SEAL materials is used throughout the school.
- Circle time happens in every classroom to promote speaking, listening, empathy, working together, turn taking and following social rules.
- Some staff members have counselling training and may be used to support children on a regular basis for a length of time, alongside outside agencies when needed.

Medical Needs

If your child has specific medical needs then please contact either your class teacher or the SENCo so appropriate plans can be put into action. If needed, a 'care plan' can be developed, with support and advice from outside agencies, to inform all staff of the specifics of the condition and what should be done to support the needs of the child. If your child requires ongoing medication, please contact the school office for more information.



Support for Behaviour (including attendance and exclusion)

If your child needs support regarding behaviour they may have an individual plan or a personal profile. The support provided will follow the same Assess, Plan, Do, Review process (as outlined on page 2).

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

Your child will be involved in the process of 'Assess, Plan, Do and Review' through talking to familiar adults about his/her work, identifying his/her strengths as well as aspects he/she finds tricky. This often involves sharing classroom work and attending review meetings if appropriate.

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

All children are well supported within the classroom by highly skilled teachers and teaching assistants. Appropriate adjustments are made to the classroom, teaching and resources to ensure that all children have access to the curriculum. These include:

- a clearly differentiated curriculum;
- collaborative learning (talking partners, mixed ability group work);
- using ICT or a scribe to record;
- using ICT to support learning;
- using drama techniques;
- using thinking skills (thinking hats, linking different contexts);
- using concrete apparatus (numicon, magnetic letters);
- the use of pupil's interests;
- the use of curriculum focus & talent days;
- targeted group work;
- pre-learning of key points or vocabulary prior to a lesson;
- 1:1 support;
- 1:1 teaching;
- interventions and guided work;
- high quality phonics teaching (RWI) in which all staff are trained;
- the use of visual aids;
- adaption of the learning environment.

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?

We pride ourselves on our positive relationship with parents and our school operates an open door policy so if you have any questions about your child's progress you can make an appointment to see your child's class teacher at any time. We report in detail to parents through Parents' Consultation Evenings in October and March and via the School Report in July. If your child has SEN support or an Education and Health Care Plan, these will be reviewed at least three times per year and usually in October, February and June. Permission will always be sought before your child is assessed by an outside agency, e.g. the Specialist Teaching Team, and feedback will be given as a written report or verbally as part of a review meeting. Staff also love to share successes on an as and when basis so will often catch parents at the beginning or end of the day to celebrate individual children's achievements or progress. There are also numerous occasions throughout the year when parents are invited in to school to see the children working and performing e.g. Open Mornings, Sports Day, Church Services and Celebration Assemblies.

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

On entry to the Early Years Foundation Stage (YR) teachers baseline assess children in relation to the 'Ages and Stages,' EYFS document based on information from nursery settings, initial observations and



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some basic 1:1 assessments. At the end of the Foundation Stage, they are again assessed formally against the Early Learning Goals.

In Key Stage One and Two, children's progress is tracked termly and measured against age-related expectations in relation to the new National Curriculum. This process includes Pupil Progress Meetings between the class teacher, headteacher and SENCo (where appropriate) when children's progress is discussed in relation to directing support and interventions appropriately. Formal national assessments take place at the end of Key Stage 1 and at the end of Key Stage 2.

In school, a computer based suite of assessments called GL Testwise is also used at various points during the year to support teacher assessment, target setting and provide valuable insight into gaps in learning and suggested next steps.

Assessments made by outside agencies are also utilized in school.

What is an Education, Health & Care (EHC) Plan?

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process that is usually requested by the school but can be requested by a parent. This will occur where the needs of the child are complex and that a multi-agency approach is required to address them successfully. The decision to make a referral for an assessment will be taken at a review meeting, and in most cases only once initial school-funded support and intervention have been established and evaluated.

The application for an Education, Health and Care Plans will combine information from a variety of sources including school, home, social care and health professionals. Other relevant outside agencies will also gather information relating to the current provision provided, actions that have been taken and preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan.

If it is decided that the child's needs are not being met by the support that is ordinarily available, an EHC Plan will be provided by Lincolnshire County Council. The school and the child's parents will be involved in developing and producing the plan.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal records and reviewed, at least, annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

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

As an inclusive school, we endeavour to ensure that provision is put in place so that all children can access after school activities, breakfast clubs, outdoor learning and educational visits including residential opportunities. Where necessary, we will ensure that specialist support is available and if required, reasonable adjustments made to enable all children to access the provisions on offer, wherever possible.

How accessible is the school environment?

The school is fully accessible to wheelchairs and there is an accessible toilet, mechanical bench and hygiene suite. We carry out an accessibility survey annually 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 use specific equipment and resources to support individual and specific needs as required.

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

If your child is joining our school in to the Reception class, we have an extensive transition programme in place. Initially your child's teacher will visit him/her in his/her early years setting (or at home if your child does not attend an early years setting). This is followed by a number of school visits, including the very popular teddy bears picnic, during the Summer Term aimed at helping your child to become comfortable in his/her new surroundings. The children also receive their own Welcome photo book



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which parents can share with them at home in preparation for the new term. In September, we have a short induction period where children attend for half days and build up to full days.

If your child joins the school in another year group, we plan, in consultation with parents/carers, the transition depending on the needs of the child. Your child is welcome to make visits to the school to meet their class and their teacher and familiarise him/herself with the school routines. Where appropriate, our Learning Mentor produces Social Stories that outline school routines and familiar adults so that children know what to expect when they join our school.

As with most things in school, these arrangements are extremely flexible and can be personalised and adapted to meet the particular needs of your child. There are also a number of set opportunities for parents to meet with staff in year group and 1:1 settings but again, further meetings can be arranged if necessary.

If a child is already identified as having special educational needs, it is usual practice for our SENCo to be invited to and attend a Nursery review meeting and for all paperwork to be forwarded to the school during the summer break.

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

We are committed to working in partnership with professionals and families to ensure smooth secondary or alternative school transition. This usually means communication with the school, planned school visits, transition visits and sharing of key information, usually in Year 5 and Year 6. Additional individualised transition days and booklets can be organised and produced dependent on the needs of individual children. The new school SENCo attends review meetings and meets with our teachers to discuss each child's profile and share any relevant information that will help your child experience a smooth transition. All paperwork is kept up to date and forwarded to the new school promptly.

How can I be involved in supporting my child?

You can support your child by:

- engaging with the school;
- attending meetings;
- signing up to our Home School Agreement;
- keeping the school up to date with any changes or information you feel is necessary to pass to the class teacher or SENCo;
- attending parent workshops and open-school events;
- supporting them with reading, spelling, times table and homework tasks;
- providing home and wider learning opportunities.

How can I access support for myself and my family?

School staff are always available to offer support and signpost to other organisations when necessary. Some useful organisations include:

- www.lincolnshire.gov.uk – provides information on the local offer, local schools and information for parents including links to support groups. Find links here for 4all – a magazine with up to date information on SEND and activities for children, young people and families. Also find links here for short breaks for children and young people with SEND
- www.parentpartnership.org.uk – Parent partnership offer free confidential advice, information and support to parents and carers about special educational needs
- www.ipsea.org.uk IPSEA stands for Independent Parental Special Education Advice
- www.youngminds.org.uk Young Minds: The voice for young people's mental health and wellbeing.
- www.kids.org.uk – working with disabled children, young people and their families



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Who can I contact for further information?

If you require any further information, help or support, please contact a member of our school team.

- Class teachers – YR: Miss Birch, Y1: Miss Righton, Y2: Miss Blissitt & Mrs Devonald, Y3: Mrs Hedley, Y4: Mr Shaw, Y5: Mr Pinchbeck and Y6: Miss Chadwick
- SENCo – Miss Natalie Blissitt (available outside of teaching times Mon-Wed and all day Thurs-Fri)
- Learning Mentor – Miss Justine Marshall
- SEN&D Governor – Mrs Yoanna Potter
- Headteacher – Mr Jonathan Austin

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