

Cowbit St Mary's CofE Endowed Primary School SEND Information Report (Local Offer)

What is SEND?

Special Educational Needs and/or Disability (SEND) is a legal term. It describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age. A disability is a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities and causes a difficulty or barrier to learn or to access the curriculum.

Abbreviations

SENCO	Special Educational Needs Coordinator – the person in school responsible for managing children with SEND
IEP	Individual Education Plan
SEND	Special Educational Needs and Disabilities
SALT	Speech and Language Therapy/Speech and Language Therapist
EP	Educational Psychology/Educational Psychologist
STT	Specialist Teaching Team
Special Educational Needs and Disabilities Code of Practice: 0-25 years	This Code of Practice is statutory guidance for organisations who work with and support children and young people with SEN and their parents.
LTLC Outreach	Lincolnshire Teaching and Learning Centre Pathways Outreach Team
SILCS	Sensory Impairment Lincolnshire County Services
PT	Physiotherapist
OT	Occupational Therapist
CAMHS	Child and Adolescent Mental Health Service
EHC Plan	Education, Health and Care Plan (replacing Statements from September 2014)
PIVATS	Performance Indicators for Value Added Target Setting
SAT	Standard Assessment Tests
TAC	Team Around the Child
ESCO	Early Support Care Coordination
CIN	Child in Need
CP	Child Protection
ICT	Information Communication Technology
EAL	English as an Additional Language
AD(H)D	Attention Deficit (Hyperactivity) Disorder

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

Your first point of contact should be your child's class teacher. Concerns can be discussed at parents' evenings which are held three times a year, or by making an appointment to meet with your child's class teacher at any point throughout the school year.

This information will then be passed on to the relevant staff members within the school using the SEN cause for concern form and the Quality Provision Flowchart (QPF) will be followed.

Class teacher(s) Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO (Special Educational Needs Coordinator) know as necessary.
- Writing IEPs (Individual Education Plans), and sharing and reviewing these with parents once each term and planning for the next term.
- Ensuring that all staff members working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND (Special Educational Needs and Disabilities) Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENCO Responsible for:

- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy (SALT), Educational Psychology (EP), etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Head teacher Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- S/he must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO and/or Head of School.

You can also refer to the 'Special Educational Needs and Disabilities Code of Practice: 0-25 years' for statutory guidance for organisations who work with and support children and young people with SEND and their parents.

How will the school respond to my concern?

The class teacher will listen to any concerns you may have at a pre-arranged meeting. If your concern cannot be met at that meeting then the class teacher will take some time to look into the concern and liaise with the SENCO. A follow up meeting will be arranged to ensure your concern is addressed and to plan any additional support your child may receive. If relevant at this stage, possible referrals to outside professionals to support your child's learning will be discussed.

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

If your child is identified as making limited progress within any of the four broad areas of need (Cognition & Learning; Communication & Interaction; Social, Emotional & Mental Health; Sensory &/or Physical) in the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

Will I get a diagnosis for my child?

Children do not just receive a 'diagnosis' of special educational needs. Children will only receive a diagnosis if they have a medical need.

If you are concerned that your child has a medical need such as Attention Deficit Hyperactivity Disorder (ADHD) or Autism, you can make an appointment with your General Practitioner expressing your concerns and the need for your child to be referred to the Community Paediatrician.

If you are concerned that your child has a learning difficulty such as Dyslexia or Dyscalculia, the SENCO can make a referral to the STT (Specialist Teaching Team). They can identify if a pupil has difficulties consistent with Dyslexia or Dyscalculia and provide advice about how best to support their needs.

If you are concerned that your child has a speech and language difficulty, the SENCO can make a referral to the SALT (Speech and Language Therapist) based at the Johnson Community Hospital. A therapist may then assess and identify if a pupil has a specific speech and/or language difficulty and provide advice about how best to support their needs.

Referral time can vary depending upon the agency involved. Referrals to the NHS (Community Paediatrics and SALT) take considerably longer, on average it can take between three to four months to receive an appointment. Not all pupils will receive a diagnosis and/or decision. Where diagnoses are made, this can take a considerable time depending upon the individual. In many cases, a diagnosis follows several appointments, which could take more than a year.

What will the school do to support my child?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class within well differentiated ability groups. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside professionals) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work within a smaller group of children

This group or one to one support may be:

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching Assistant who has had training to run these groups.

Stage of Special Educational Needs and Disabilities Code of Practice: SEN Support This means they have been identified by the class teacher and/or SENCO as needing some extra support in school which could include the support from outside professionals.

For your child this could mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Teaching Assistant/teacher or outside professional (like a SALT [Speech and Language Therapist]) will run these small group/individual sessions.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a SALT (Speech and Language Therapist) or EP (Educational Psychologist) or STT (Specialist Teacher) This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with you, your child, class teacher and SENCO to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
 - Support to set specific targets which will include their expertise.

This type of support is available for a child who has specific gaps in their understanding of a subject/area of learning and who therefore has been identified as requiring SEN Support.

Specialist individual/group support AND/OR individual support for your child in school:

Outside professionals could include:

- The Social and Communication Outreach Specialist Teacher
- The Lincolnshire Teaching and Learning Centre Pathways Outreach Team (LTLC Outreach)
- The Sensory Impairment Lincolnshire County Services (SILCS)
- The Speech and Language Therapist (SALT)
- The Educational Psychologist (EP)
- The Physiotherapist (PT)
- The Occupational Therapist (OT)
- The School Nurse
- The Community Paediatrician
- The Child and Adolescent Mental Health Service (CAMHS)
- The Specialist Teaching Team (STT)

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies can be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups and who therefore has been identified as requiring SEN Support.

Specified Individual support for your child of more than 20 hours in school.

This is usually provided via an Education, Health and Care (EHC) Plan (replacing Statement of Special Educational Needs). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional/s outside the school (as mentioned above).

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this,

they will ask the school to continue with the SEN Support that is already happening within school. The Local Authority notifies parents/young person of this decision within a maximum of 6 weeks from request for assessment.

- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an Education, Health and Care Plan (EHC Plan) which is replacing a Statement of Special Educational Needs. If this is not the case, they will ask the school to continue with the SEN Support that is already happening within school.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. This whole process can take up to 20 weeks.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 20 hours of support in school

If your child receives SEN Support or has an EHC plan you will receive an Individual Education Plan (IEP) review three times a year to discuss your child's strengths and difficulties and set targets for them to achieve. Where possible and appropriate your child will sit in on these meetings. Children will always have their targets shared and agreed with them. Children with an EHC plan will also have an Annual Review to discuss how well they are doing, the progress they are making and next steps including targets and the type of support they will receive.

How can I be involved in supporting my child?

You can support your child by attending parents' evenings, helping them to complete their homework to a good standard and on time, ensuring your child gets to school on time, providing lots of opportunities to speak and have conversations with your child, read and practise number skills. Teachers are more than happy to share any ideas they have with you so you can top up the learning at home.

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

Our school prides itself on the family atmosphere and ethos we provide. Children have the opportunity to speak to adults at any time and are well supported by caring staff.

Our collective worship and PSHE lessons using the SEAL (Social and Emotional Aspects of Learning) framework support the children's personal development. Outside agencies support within all areas including social, mental and emotional health, such as Social Communication Outreach and the Lincolnshire Teaching and Learning Centre Pathways Outreach.

Our school has a Behaviour policy which outlines a firm but fair approach for all children. Rewards and sanctions can also be personalised to suit a child's particular needs.

All members of staff have had first aid training.

We offer a variety of after school clubs which change termly. There are opportunities with the additional funding of Pupil Premium to ensure children can access after school clubs and trips.

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

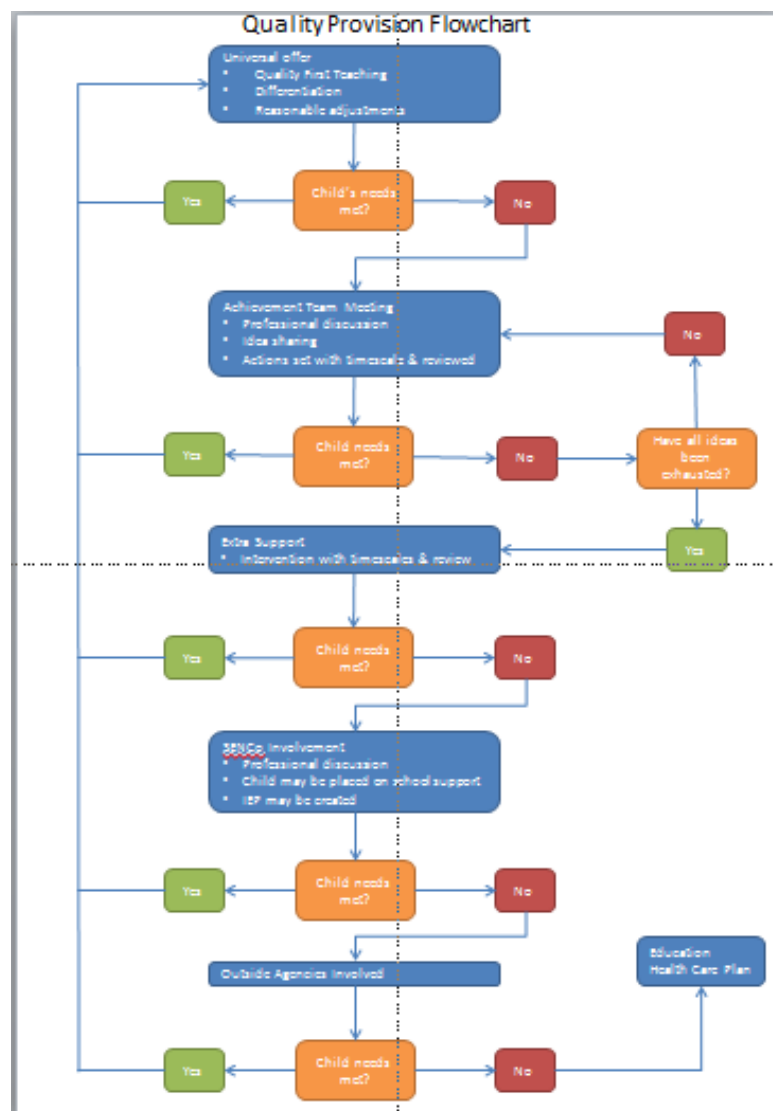
Your child will be able to contribute at all SEND reviews should the child be old enough and/or be able to contribute. They can have their views and needs expressed at the reviews, discussions with the class teacher or their views can be sought through pupil interviews and informal discussions or feelings charts.

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

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. They have the children's IEPs alongside their planning to ensure children with SEND individual's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs.

Stages of Support via the QPF:

- **Stage 1 (Universal Offer and Achievement Team Meetings)** describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. Making reasonable adjustments to cater for your child's needs in class. This includes providing differentiated work and creating an inclusive learning environment.
- **Stage 2 (Extra Support and SENDCo involvement)** describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Stage 2 interventions are often targeted at a group of pupils with similar needs. Programmes such as Read, Write Inc. tuition or Springboard would be regarded as Stage 2 interventions.
- **Stage 3 (Outside Agencies and EHCP)** describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.



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

- Your child's progress is continually monitored by his/her class teacher and regularly monitored by the Head teacher.
- In their Reception year they are assessed based on the Early Learning Goals Ages and Stages.
- His/her progress towards year level expectations is reviewed formally every term.
- At the end of Year 1 your child will be assessed through the Phonic Screening Test. This is something the government requires all schools to do and are the results that are published nationally.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children with SEND will have an IEP (Individual Education Plan) which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan (Education, Health and Care Plan) is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- Outside professionals also provide school with further in depth assessments. These are usually from the EP (Educational Psychologist), STT (Specialist Teaching Team), SALT (Speech and Language Therapist).

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

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.

- Additional support to take account of children's individual needs can be arranged, e.g. a child friendly book of photos and additional information to support the transition from one setting to another.

In Year 6:

- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- A member of staff from the secondary school settings comes to visit and meet with the children who will be attending their school. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. Many hold open evenings for parents to attend in order to support your decision making process about which school is the right choice for your child.
- If your child has already been identified as having special educational needs, then a member of staff (usually the SENCO) will be invited to attend a meeting at our school.

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

Your child will be allowed to attend any school club or trip allocated to their specific year group. We endeavour to make all activities accessible for all. Where there may be some extra arrangements to be made you can arrange to meet with the club leader or class teacher to ensure safety and inclusivity for your child.

How can I access support for myself and my family?

By looking at the Local Authority's website, you will see a list of all the services available to you and your child. You can arrange to meet with our SENCO who might also be able to point you in the right direction

Who can I contact for further information?

Miss L Horness - senior teacher and SENCO (appointment to be made)

Class teachers – available five days a week (appointment to be made for more formal meetings).

Mr Johnson – Head Teacher is at the gate most mornings to meet and greet and make appointments.