

Article 23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

What is SEND?

SEND registers

This is a list of all the pupils in the school who have special educational needs (SEN) and/or a disability. This is a record for the SENCo and staff and allows monitoring of the progress of those pupils who need extra support.

Any pupil on the SEND register has been identified as having a special educational need and/or disability. Extra support will be given to these pupils to help them to make progress.

If your child is placed on the SEND Register, they will have specific individual targets set out as part of a Star Target Intervention Plan (STP). This allows for close monitoring of the additional provision a child receives and allows parents/carers to see what support a pupil is receiving, how often and with whom.

Some pupils with significant needs may always be on the SEND Register because they may always need support in some form to ensure they can make the best possible progress both in terms of their academic development but also social and emotional development. Other pupils may only need support for a short amount of time and if they no longer need that support, then they will be removed from the SEND Register in discussion with parents/carers.

SEND Policies

- SEND Policy
- Inclusion & Equal Opportunities Policy
- Equality and Diversity Policy
- Medicines in Schools Policy
- Accessibility Policy

Accessibility

Most of our school is accessible for wheelchairs. Corridors are sufficiently wide for anyone in a wheelchair. All walkways on the ground floor and entry through double doors are on one level. We also have a disabled toilet with a red emergency pull cord. There is also a disabled car parking space available. Any parent that is a Disabled Permit holder is able to park on school grounds during any visit/collection time to the school.

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We always make reasonable adjustments for pupils and their parents/carers, where we can to ensure our school is as inclusive as possible. We work closely with parents/carers and any outside agencies who give us advice. Over the years we have various support resources and tools such as coloured overlays, therapy equipment and moved classrooms to name just a few. We always act on resourcing advice from external agencies and parental suggestions. We are able to provide on-site an electrical medical bed in our first aid room which can support children with a host of medical needs and conditions. The medical room also known as the Galaxy room is a sensory support room; dark blue room with glow in the dark stars and sensory lighting, including resources such as starry weighted blanket.

We go to great lengths to ensure that any pupil with a special educational need and/or disability has the necessary adult support or required equipment so that they can take part fully in school life and activities such as school trips and residential and much more.

Changes to SEND.

At St Norbert's Catholic Voluntary Academy the changes to 'Special Educational Needs and/or Disability' (SEND) Code of Conduct 2014 afforded us the opportunity to review our provision. The changes affected how we now work in school, further improving how we work with parents/carers and other professionals. Some of the main changes were:

- We no longer use the terms 'School Action' and 'School Action Plus'. We provide 'SEN Support' instead.
- 'Statements of Special Educational Needs' are called 'Education, Health and Care Plans'.
- Parents/carers of pupils with an 'Education, Health and Care Plan' may be given the option to manage some of the funds allocated to the pupil.

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What happens if I am concerned about my child's progress or my child is identified as having SEND?

Who do I speak to if I have concerns about my child?

Your first point of contact should always be your child's class teacher. If you are worried about the progress your child is making either academically and/or socially your child's class teacher will listen your concerns. They will try to address the issues through class support but may feel they need to seek further advice from the Headteacher who oversees the SENCo role. This does not automatically mean that your child will be placed on the SEND register but if this is felt to be the best course of action you will then meet with the Headteacher/SENCo to discuss your child's needs in more detail and how your child will be supported. This could be through a meeting, phone call, MS TEAMS meeting etc, we work with parents especially to meet in a timely and convenient manner.

Who is the SENCo?

The SENCo at our school is Mrs J. Withers. She is responsible for the teaching and learning of most vulnerable groups of pupils (SEND, EAL). Should you wish to meet with Mrs Withers to discuss any concerns or issues with your child then please ring the school office or speak with a member of our office staff to arrange an appointment.

Mrs Withers role involves:

- Supporting staff with writing STAR targets and identifying appropriate interventions;
- Supporting Staff with use of SEND VALUE toolkit to identify needs and setting readiness;
- Signposting parents/carers to appropriate support when necessary;
- Making referrals to external agencies;
- Linking with external agencies, gathering advice and making sure that it is put in place;
- Support staff in providing the correct intervention and equipment for pupils;
- Linking with other schools to support transitions
- Making requests for statutory assessment;

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- Keeping up to date with relevant guidance and statutory information;
- Attendance at professional development courses;
- Organising and delivery of relevant training for all staff;
- Maintaining and updating records of pupils;
- Meeting with parents to discuss progress against STAR targets/SEND Value Toolkit where necessary.

Mrs Withers will be able to offer advice about how to identify if your pupil has any special educational needs and what support they might need. She can make direct referrals to many outside agencies to make sure that your child's needs are met in school. She can also provide information about who may be able to help with any family needs.

Mrs Withers is a qualified teacher who has held the role of SENCo in a previous setting for 5 years and has been the SENCo for 7 years here at St. Norbert's.

She is also as Headteacher and leads the Senior Leadership Team within St Norbert's. She has been a qualified teacher for 18 years and has been a Senior Leader for 17 years. She completed the NASENCO Award through Bath Spa University. She is also the Senior Mental Health Lead and First Aider.

If my child has English as an additional language, how long would it be before they would be identified as having SEN?

As a school we allow children time to acquire basic spoken and written English language skills. Where there is evidence that your child is finding it difficult to retain the English they are taught, we would discuss with you whether or not there were any concerns in your child's home language. Assessments can still be carried out using STT, Wellcomm Assessment, SALT and we can also use the Educational Psychologist and any other agencies to support our assessments of your child.

Should I tell the school if my child has any difficulties?

It is extremely important that we are made aware of anything that may affect your child's ability to learn and engage with their peers. This may be a medical need, an identified specific learning difficulty such as dyslexia or social and communication difficulties. It would also include information linked to difficult family circumstances such as separated parents, lack of family support network in this country or the death of a close family member as all of these situations can affect your child in school. We can never have too much detail please share as much as you can so we can work hard to offer all possible support.

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What will happen if the school has concerns about my child's needs?

Concerns might be raised through analysis of data at varying points throughout the year, through Pupil Progress Meetings with the Headteacher, through observations of a child in and out of the classroom and monitoring pupils work.

The Class Teacher would discuss their concerns with you to gain your views and may then put some additional support in place to identify whether the gap in learning can be narrowed or a barrier to appropriate interaction with peers can be removed. This would be put in place for approximately six weeks and progress against targets reviewed.

If there is still a concern it is likely that the child would be placed on the SEND register with your consent and appropriate support put in place and recorded on an STAR Target Plan. We would work together using the SEND VALUE Toolkit to identify needs and setting readiness.

What different needs might a child have?

At St Norbert's Academy we constantly strive to ensure we meet the needs of the individual. Each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Headteacher and Class Teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs. Special Educational Needs (SEN) are divided into four areas. Below are some examples of what our school can provide.

Cognition and Learning (Learning Need)

- Different approaches to learning, e.g. visual aids such as use of pictures, visual timetables; practical approaches including roleplay, sensory learning.
- Differentiated work matched to the child's ability – this may include a simplified and/or scaffolded approach, a different way of recording their understanding or the amount of time given.
- Different/extra resources, e.g. word cards, number squares, vocabulary books, computer programmes, recordable devices (Sound Buttons, postcards etc)
- Special Literacy or Numeracy programmes, e.g. the Nessy programme, Wordshark, Precision Teaching, Toe by Toe, Excellence & Enjoyment, Adventure Series, Springboard, First Class @ Number, Number Shark, SOS Spelling, Visual Literacy Intervention based on film work;

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- Additional adult support, group work, individual support both in and out of the classroom.

Communication and Interaction (Speech and Language)

- Resources provided by the Speech and Language Therapy Service - First Call, Colourful Semantics;
- Vocabulary development programmes including Racing to English and Tower Hamlets Induction Package; □ Communication and language games aimed at developing understanding or increasing vocabulary; □ Social skills games;
- Use of Makaton - an early sign language tool
- Use of Widgit
- Visual Literacy resources aimed at developing talk for writing;
- Advice and Guidance from Social Communication Outreach

Social, Emotional and Mental Health

- Personal Support Plans which outline a pupil's specific needs and the best strategies to use to help them
- Social skills activities including board games, social stories, SEAL activities, Seeing Red programme, TalkAbout for Teenagers, Boxall Profile activities
- Self Esteem strategies including reward schemes and It's Good to be Me activities,
- Lego/Sand Therapy
- Drawing and Talking Therapy
- PP Teaching Assistant available for pastoral support as and when required.
- Access to Galaxy and/or Nurture Room Provision

Medical, Physical and Sensory Needs

- Specialist equipment such as work screens, headphones, pencil grips, coloured overlays, fiddle toys, listening stations
- Specialist training from outside agencies, such as specialist nurse for pupils with disabilities and medical needs including feeding buttons and diabetes;
- Advice and guidance from Occupational Therapists as required;
- Advice and Guidance from Sensory Impaired Service;

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- Advice and Guidance from Social Communication Outreach

Please see our website for our waves of provision and adaptive teaching strategies and provision.

<https://www.st-norberts.lincs.sch.uk/information/send/>

What is a Star Target Plan/Scrapbook?

A Star Target Plan/Scrapbook/Folder is a document which identifies what your child finds difficult, sets small achievable targets and outlines what extra support your child will receive to help them to make progress. Star Target's are child friendly and written from the child's point of view so that they are easy to understand. The plan is shared with you in the Advent, Pentecost and Lent terms through parent consultation meetings with the class teacher and with the Headteacher at a separate meeting called a Star Target Review. At these times, we will review the previous targets to let you know the progress your child has made against the targets they were set. You will be given a copy of the new Star Targets recorded on the SEND Value Toolkit so that you can support your child with each of the targets.

At some review meetings a professional who has assessed or worked with your child may attend to share their views on your child's progress and suggest possible new targets along with how to achieve them.

At the review meetings you will be asked to sign a 'gold form' which is a record of attendance and/or communication regarding your child's needs.

What is a Health Care Plan?

Children who have medical needs will have a health care plan written using information provided by medical professionals working with your child. This will be on an agreed school format and will be shared with you. When all parties are in agreement with the actions that will take place to ensure the safety and wellbeing of your child you will be required to sign the plan.

The health care plan will be shared with all appropriate staff members including lunchtime staff and a copy kept in the Medical File in the staffroom so all staff, including those on supply, are aware of your child's needs.

Health care plans are updated annually and/or when updated medical information is provided.

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Where will the information about my child be kept?

Star Target Scrapbooks are kept in the classroom and contain Star Targets and work related to children's targets. More sensitive information such as reports are kept in a locked SEND cupboard in the HT Office. Information is shared with appropriate staff to enable all adults working with your child to be sensitive to their needs and support them throughout the day including at lunchtimes. The Star Scrapbook is a celebration of work that children celebrate with adults in school.

At all times, the Records Management and GDPR Policies are adhered to.

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

Depending on your child's age and stage your child may be asked how they feel they have progressed against their targets. This will be done in an informal way through discussion with the SENCo.

Star Target's are shared with your child too, so that they understand what they are trying to achieve and what we are going to do to help them in school.

Where appropriate your child will be asked to identify their own areas for development which will be considered when writing new targets.

When working with adults on their targets children will regularly be asked how they feel they are getting on and given feedback from the adult they are working with, about their progress against their targets.

The process of getting a diagnosis for specific learning needs.

The Head Teacher following referrals from staff, will identify that a pupil has a difficulty which is preventing them from learning in the same way as their peers and will place them onto our SEND Register with parental consent.

Pupils will only receive a diagnosis if they have a specific difficulty. A specific difficulty is something that has been identified as being a particular barrier to learning, such as Dyslexia, a social communication need, ADHD or that they have a medical need. This is not an exhaustive list of specific needs - please see the SENCO if you have any further queries.

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Depending on the concern raised, the SENCO can make direct referrals to a variety of external agencies. If the concern is a specific difficulty such as ADHD or a social communication need, or indeed a medical need, the SENCO can make a direct referral to the Community Paediatrician based at the Johnson Community Hospital. If the referral is accepted, you will receive an appointment with a paediatrician, who will give you further information and an assessment may begin.

If you are concerned that your child has a learning difficulty such as Dyslexia or Dyscalculia, or understanding and expressing language, the SENCO can make a referral to a Specialist Teacher from a team called the 'Specialist Teaching and Applied Psychology Service' (STT). A Specialist Teacher works at our school for half a day every two weeks. She can identify if a pupil has difficulties consistent with Dyslexia, Dyscalculia language acquisition and expression difficulties and provide advice about how best to support their needs. Specialist Teachers can undertake a variety of assessments with pupils so this is not an exhaustive list as assessments carried out will very much be dependent on the needs of the child and the ability they have to access such assessments.

If you are concerned that your child has a speech and language difficulty, the SENCO can make a referral to the 'Speech and Language Therapy Service' (SALT) 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

How long does a diagnosis/referral take?

Referral time will vary depending upon the agency involved. Referrals to the NHS (Community Paediatrics and Speech and Language Therapy Service) take considerably longer. On average it can take between three to four months to receive an appointment. Once a referral has been made by the school with your consent, it will be yourselves as parents/carers who will receive direct communication from the hospital. Not all pupils will receive a diagnosis and/or decision. Where diagnoses are made, this can take a considerable amount of time depending upon the individual. In many cases, a diagnosis follows several appointments, which could take more than a year.

Referrals to the Specialist Teacher are made within the school and the time taken for your child to be seen will be dependent on how many referrals have been made at that point. This can take anything from two weeks to a whole school term. Where the Specialist Teacher identifies a specific difficulty, you will be informed through a written report completed by STT and sent home to you. The Specialist Teacher is happy to discuss reports with parents and appointments for this can be made through the school office.

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What happens once a diagnosis has been made?

We do not wait until a diagnosis has been made to put appropriate support in place, since this can be a very long process. If it is clear that a pupil has a difficulty and displays barriers to learning, we will do everything that we can to support them. This may include moving the child to a more prominent position in relation to the Interactive Whiteboard in the classroom, changing the size/type of font to aid reading, providing timers and work screens to support a child's ability to focus as well as possible additional support with an adult (either in or out of the classroom) to name but a few.

If a diagnosis is made, we will seek advice from the relevant outside agencies about how best to support the pupil. This advice will be identified on the pupil's Star Target Plan and shared with you and discussed at a meeting. We will put this advice in place straight away or once the relevant resources/equipment have been purchased.

If a child is identified as have a special educational need we strive to ensure that all people working with that child is informed of how best to support that pupil. This may include teaching assistants, midday supervisors, volunteers and in some cases, other pupils in school.

What would the next step be if school felt that further additional support was needed for my child? (Education, Health & Care Plans)

After intensive support provided by the school and following input from external agencies a recommendation may be made to refer your child for a statutory assessment by the Local Authority. This decision would be made if your child was making very limited or no progress against targets despite intensive support and would be done with your consent and these discussions are normally held at a review meeting with outside agencies. If your child fulfilled the criteria as set out by the Local Authority they may be given a:

Education, Health and Care Plan.

From September 2014, 'Statements' will be replaced by 'Education, Health and Care Plans'. This document will continue to outline a pupil's special educational need and the support that the school needs to put in place to help them, but it will be a much more child friendly document, based around the pupil and their family.

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How can I get an Education, Health and Care Plan for my child and how long does it take?

At the moment, either you can make a parental request to the Local Authority for a 'Request for Statutory Assessment' or the school can make a request. If you make a parental request, the Local Authority will ask the school to complete a 'School Advice Form', the same as if the school make a request. However, the request is made, the Local Authority will want to see as much evidence as possible about your child's needs, what has been put in place to help them and what impact the support has had on your child's progress.

<https://www.lincolnshire.gov.uk/support-education/identifying-supporting-send/7>

My child has an EHC but now I feel that they need a special school place, what do I do?

If at any point you or the school feel that a mainstream school can no longer meet your child's needs, an early Annual Review can be called. Any discussions about school places need to be discussed at the Annual Review, preferably with any supporting outside agencies present to give their views. The request for a special school place will be noted on the Annual Review form and the Local Authority will consult the named special school. A decision will then be made based on whether any places are available and if the special school could meet your child's needs. It is important to be aware that a recommendation does not guarantee a place at a special school.

What does SEND look like at St Norbert's Academy?

What do our pupils say about the support they receive in St Norbert's?

'It's helpful to work in small groups rather than big groups.'

'I like working with one adult because it helps me and I don't feel embarrassed.'

'I can talk about my worries.'

'Because they say it in different words so when I go to class I understand what to do.'

'I didn't feel confident in my learning but now I do.'

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What do pupils say makes St. Norbert's unique?

'There are lots of nice people that are friendly and a lot of buddies to help new people.'

'Here they have so many languages that in other schools they don't have.'

'The teachers help us and when a new person comes to the school they help them feel unique and won't let them be sad.'

'The people'

'We respect people and always be kind to one another'

What do outside agencies working within our school say about us?

'St. Norbert's School buy in the Specialist Teaching Service to ensure at least two visits each month. The Service is used efficiently and effectively for the assessment, monitoring and support of pupils with educational needs. The school SENCO, support staff and Specialist Teacher meet regularly to plan and review the pupils and discuss new referrals.

The SENCO is well qualified and experienced and manages the pupils with SEN, ensuring the needs of the individual are catered for appropriately through excellent intervention programmes, these are led by the very capable and well qualified Headteacher with in Class TA support.

As an outside agency STT is fully involved in the SEND within the school and believes the provision and support to be of an excellent quality.'

'St Norbert's is a school that works hard, as a team, alongside parents, to understand the child's needs and find ways to adapt their approach to address these. They have a forward thinking SEN team identifying strengths and areas for development so they can constantly improve their provision.' (Vicki Turner, Specialist Social Communication (including Autism) Outreach Teacher)

" They school have supported ****well and couldn't do more for them.' (The Clinical Department of Psychology and Neuropsychology)

Who will support my child in school?

Any of the following may work with your child in order to support them in achieving their targets and to help them fulfil their potential:

- Class Teacher
- The SEND Team (6 SEND Dedicated Teaching Assistants also referred to as the Nurture Team
- Class Teaching Assistant
- SENCO/Headteacher

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- Pupil Premium Teaching Assistant
- EAL Teaching Assistant
- Midday Supervisors
- Play Leaders
- Any other members of staff who have appropriate qualifications and/or experience

How will they catch up with lessons they have missed?

Withdrawn support is a carefully planned approach to support your child's learning. Where possible, the additional work they complete outside of the classroom will be linked to what the class is doing, however there will be occasions when a gap is identified that is separate to main class teaching. Where this is the case children are withdrawn in short sessions to address these gaps and enable them to then fully engage with the learning in the classroom. In many cases, children's needs are met within the classroom through guided work with either the class teacher or teaching assistant.

Who can my child talk to if they are worried or have concerns?

There are many ways your child can express concerns in school. Each class has a worry monster case where children can write down/ draw anything that is worrying them. This is then checked by the class teacher or teaching assistant and time given to the child to discuss their concern in more detail with an appropriate adult. If more time is needed, the SENCO will allocate some time to speak with the child to determine whether further intervention is required. This may be working with peers on friendship concerns or 'it's good to be me' activities to boost self-esteem.

There is also a visible presence across the school who children can approach with worries without the need for a timetabled session. If a child appears to be finding friendships particularly difficult the class teacher and SENCO may, along with the child concerned, identify a 'buddy' to support positive playtimes, lunchtimes and learning time. The buddy will be a child chosen in agreement with your child and adults in school, who will support them emotionally and ensure that they have someone to talk to/ play with for as long as is required.

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

All staff at our school have regular training in a great number of areas of special educational needs and disability. Most staff have had training in the following:

- Autism (IDP)
- Speech, Language & Communication Needs (IDP)
- Behaviour
- Positive Handling
- Epi-pen training
- First Aid
- PKU Training
- Precision Teaching
- SEND VALUE Tool
- Creating a Dyslexia-friendly learning environment
- Safeguarding training
- Microsoft Dyslexia Awareness Modules
- Inclusive Classrooms Training
- Effective Differentiation for SEND Training
- Neurodiversity in the Classroom Training

Some staff have also received training regarding:

- Speech & Language (ELKLAN Course)
- Paediatric First Aid
- Diabetes
- ACES
- Trauma Informed Care
- Gastronomy Button training
- Makaton (Foundation Stage and Key Stage 1)

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- Administering PKU Gel training
- Wellcom Intervention
- Boxall Profile training
- SEND L3 TA Apprenticeships

What role might adults both from in and out of school have in supporting my child?

In School		
HT/SENCO	Full Time	<ul style="list-style-type: none"> □ To coordinate interventions, resources, meetings with parents and external agencies; □ Monitor progress of children identified as requiring additional support; □ Attending regular training to disseminate to staff; Provide 1:1 support for identified pupils. □ Delivering speech and language programmes - trained by ELKLAN team. □ Delivering Maths and English programmes, including phonics; □ Providing pastoral support to identified pupils.
Class Teachers	7 full time 1 part-time	<ul style="list-style-type: none"> □ Providing guided group support in all curriculum subjects; □ Providing differentiated activities in all curriculum subjects; □ Assessing pupils progress in all curriculum subjects;

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		<ul style="list-style-type: none">□ Writing SMART targets based on PIVAT assessments and/or advice received from external agencies.
Pupil Premium Teaching Assistant	1 part time (afternoons)	<ul style="list-style-type: none">□ Teacher assistant who runs specific interventions in reading, writing, maths and phonics linked to individual targets
Class based Teaching Assistants	6 part time 1 full time	<ul style="list-style-type: none">□ In-class support for individuals or small groups of children;□ Implementing advice from external agencies and class teachers when delivering Star Target sessions or small group activities;□ Delivering targeted intervention for identified pupils. <p>As above(Specifically supporting pupils with an EHCP), however our SEND dedicated TA's undertake additional CPD related to role, specialise in SEND specific areas. Some provide intimate care and all work closely alongside SENCO as part of Graduated Approach and Provision Mapping using SEND Value Tools.</p>
SEND Teaching Assistants Nurture Team	5 full time	
External Agencies		
Specialist Teacher and Applied Psychology Service (STT)	1 planning visit per year; 1 day per month; Observation, advice, attendance at review meetings on request.	Assessment and advice for pupils whose progress is a cause for concern (by referral only).

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Educational Psychologist (part of STT)	1 planning visit per year; or as required	<ul style="list-style-type: none"> □ Observation, advice, attendance at review meetings on request. □ Cognitive assessments. □ Advice to staff and parents on a range of learning needs. □ Staff training.
Sensory Education Support Service	Referral; Advice on request	<ul style="list-style-type: none"> □ Access to support and advice for children with visual or hearing impairments. □ Target setting and monitoring of pupils progress.
Child and Adolescent Mental Health Service	Referral	<ul style="list-style-type: none"> □ Access to support and advice for children with Mental Health issues.
Children's Therapy Service	Referral	<ul style="list-style-type: none"> □ Provide a specialist programme of care that promotes the development needed to acquire the skills to live as independent a life as possible and reach their maximum potential □ A specialist assessment of children with special educational needs and to advise and recommend the local educational authority on their management supported by the accompanying legal documentation □ Partnership working with education, social services and others to ensure that any therapy programme is fully integrated into the child's care □ Specialist telephone consultation offering advice and reassurance for those who need it □ Training for parents/carers and staff working with these children, in a variety of settings

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Parent Support Advisor	Referral	<ul style="list-style-type: none"> ☐ Targeted family support
Social & Communication (including Autism) Outreach Service	Referral	<ul style="list-style-type: none"> ☐ Offer consultancy support (observation, meetings, strategy recommendations, learning environment support etc) ☐ Training for school staff ☐ Support for parents
Speech & Language Therapy (SALT)	As and when required	<ul style="list-style-type: none"> ☐ Advice, guidance and programmes based on individual need; ☐ Attendance at review meetings on request.
School Nursing Team	Annual Health checks; Referral;	<ul style="list-style-type: none"> ☐ Heights & Weights in Reception; ☐ Advice on individual pupils as required;
Community Paediatrician	Referral	<ul style="list-style-type: none"> ☐ Assessment of individual pupils referred by school; ☐ Children have to meet criteria set out by them;
Lincolnshire Teaching & Learning Centre Pathways	Referral	<ul style="list-style-type: none"> ☐ Advice, observation and guidance for target setting, learning environment;
Early Support Care Coordination Service	Referral	<ul style="list-style-type: none"> ☐ Targeted support from various agencies involved with a pupil including medical professionals, social care, schools, Pathways to review targets and progress.
Team around the Child/ Child in Need	Referral	<ul style="list-style-type: none"> ☐ Targeted or specialist support from various agencies involved with a pupil including medical professionals, social care, schools, Pathways to review targets and progress.

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How will additional funding be used to support my child?

Funding received into the school will be used for purchasing resources to support pupils identified as having special educational needs and/or a disability. This is partly used for additional hours for supporting pupils as well as the support we receive from some external agencies.

Where a child is in receipt of an EHC Plan, specific funding will be allocated to your child so that necessary resources (including staff) can be purchased.

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

As an inclusive school all children are supported in accessing all activities including visits outside of school. This may include travelling to church, coach trips linked to individual class topics, residential trips and sporting activities. If adaptations need to be made, this would be discussed with you in advance to ensure the safety and wellbeing of your child. All visits offsite require a risk assessment to be carried out in accordance with Local Authority Policy and any risks/hazards would be identified on this. School will work very closely with you as a parent/carer to ensure your child is fully engaged and included.

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

Entry into Foundation Stage/EYFS

If your child attends a pre-school/nursery, the SENCO there will normally inform us that your child will be joining us and that he/she has special educational needs. The SENCO at our school will then attend any meetings (when invited to attend) at the pre-school before they start, so that we have a clear picture of your child's needs and what support they might need when they join us. The SENCO will also speak with outside agencies involved where necessary to make sure that any advice is in place.

If your child has significant needs, they may need some extra visits to our Foundation Stage class in addition to those already provided through Induction Sessions.

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Joining school at other times, e.g. mid-year

If your child joins our school at any other time in their school life and they have additional needs, their previous school should send us all their pupil information, which would identify that they have special educational needs. As a school we endeavour to put support in place that is appropriate based on our initial assessments and observations of your child. The information from the previous school should tell us what support has been in place which will also help us to see what has worked well and give us important information about areas for development. It would be useful if you could also tell us all about your child and their needs. If outside agencies are involved, the SENCO will contact them so that they continue to support your child in our school. This will often be through a review meeting to which you, the parent/carer, will be invited.

Moving from one class to another

When your child moves from one year group to another, the two teachers (current and new) meet together to discuss each pupil. The current teacher will pass on any significant information to the new class teacher so they are kept fully informed. Any pupil who has a special educational need and/or disability will have a Star Target Plan and possibly other support plans such as a Health Care Plan or Personal Support Plan. Current relevant paperwork are passed on to the new teacher so that they have a full understanding of the pupil, their needs and what support needs to be in place to help them. The SENCO will also ensure that new teachers and support staff are informed about pupils with SEND so that there is a smooth transition between classes and support continues as soon as pupils start in their new classes in the new academic year.

Moving to another Primary School

If your child moves to a new school due to relocation, once we have been informed that they are on roll at their new school, we will send on any relevant paperwork, including documents such as Star Targets and outside agency reports. The new school will then have all the relevant information needed to put support in place as soon as your child joins them. It is always helpful for you to also keep the new school staff informed and make sure that they have received the paperwork from us.

Moving to Secondary School

The Headteacher at our school invites all the secondary school SENCOs during the final term of Year 6 to inform them of all pupils with special educational needs and/or disabilities joining their school. Details of the pupil's needs are passed on to the new SENCO, along with details of what support has been in place at our school to help them. Our Headteacher passes on

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information about any outside agencies that have been involved and all SEND paperwork is passed on, including documents such as Star Targets and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

Will my child be treated differently within the class group?

The ethos of our school is such that we are inclusive of all children. Support within the classroom will include adapted work and use of appropriate resources dependent on a child's needs. This will not exclusively be for SEN pupils as there are many different needs within all classes.

If your child, in agreement with yourself, felt that pupils needed to be made aware of their needs, this would be organised in collaboration with yourself. This may include visits from the School Nurse to explain medical needs or completing a programme of work linked to differences in communicating.

We believe in true inclusion and equity-not giving all pupils the same but giving every individual what they need to have the same opportunity and access to every aspect of education and school life.

What do I as a parent need to know/do?

How can I be involved in supporting my child?

It is important that you make us aware of anything that you feel may impact on your child's ability to access learning in school. This may include letting us know if there have been changes in home circumstances as the emotional impact of this can become a barrier to learning.

If your child is being seen by medical professionals, school is sent a copy of the written report but this can take some time to arrive in school so it is always best to inform us of any new information yourself so that we can support your child.

We strive to work together to improve outcomes for your child so it is vital that you attend any meetings regarding your child's progress in school. This includes parent consultation meetings, Star Target reviews, Annual Reviews, TAC meetings, ESCO meetings, pastoral support meetings.

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When attending review meetings you will be given a copy of the new targets for your child so that you are aware of their targets. There will be ideas of how you can support this learning at home, including websites, resources and activities that you could use. Your child's class teacher will also be happy to suggest any further ideas and the webpage for your child's class will always have links to appropriate learning websites that you can access free of charge.

How can I access support for myself and my family?

Your first contact should always be with your child's class teacher and if they are not able to help, the SENCo will be happy to listen to your concerns and where necessary will give you contact details of more appropriate support services.

These may include:

<http://www.lincolnshire.gov.uk/parents/> (General information linking to disability support, children's centres, family support and caring for children) www.lincolnshire.gov.uk/SENDlocaloffer (Early Help and the Local Authority website) <http://www.lincolnshire.gov.uk/parent-partnership/> (Parent Partnership have helpline number you can ring to informally discuss your concerns and the website provides a wealth of information about what to do if you have concerns about your child or the provision they receive).

The school hosts an informal coffee morning once a term where you can chat to the SENCO as well as other parents of children with SEN. Occasionally there will also be a representative from some of our outside agencies who will be available to discuss general concerns about your child.

How can I help during a transfer?

It is always helpful for you to personally speak with new staff to make sure that they are fully aware of your child's special educational needs and/or disability and any changes in circumstances. Always check, after a short time, that support has been put in place and that you understand what help your child is receiving. If moving to a new school, take your child to visit the school so that you can both see the environment and ask any questions which you may have.

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What happens if I am unhappy with the way the SEN process develops?

If you have any concerns at any point your first point of contact should be the SENCO. If your issue is still not resolved you should request an appointment with the Headteacher in writing.

If your concern is related to an unsuccessful statutory assessment you should follow the procedures set out by the Local Authority for appeals and tribunals. You can also access support from Lincolnshire Parent Partnership.

****Provision detailed in the School Offer is reviewed regularly to reflect changing needs within the school and according to the funding that is available within the school budget. The document will be modified according to such changes****