



## Spalding St Paul's Primary School SEND Information Report



This report allows parents and carers to understand exactly what Spalding St Paul's Primary School can offer children with Special Educational Needs and Disabilities (SEND). It outlines the systems and provisions which can be available and is intended to help parents/carers understand how their child and family will be supported.

### 1. What should I do if I think my child has special educational needs or a disability? (SEND)

#### **1. Contact your child's class teacher**

During this meeting you will discuss progress and look at latest assessment results, and the nature of a particular difficulty across all areas of development. If the class teacher feels it is necessary, they will pass the information on to the school SENDCO.



#### **2. SENDCO's action**

It may be necessary for you to meet with the SENDCO. Your child may be placed on the Special Needs and Disabilities Register if additional support is required.



#### **3. Next Steps**

Targets will be put together or advice/assessment may be requested by an outside agency.

### 2. How will the school respond to my concerns?

- 1. Initial concerns may be discussed at parent consultations or by making an appointment to speak with the class teacher**



- 2. A further meeting may take place with or without the SENDCO, dependent on the need of the child.**



- 3. Assessments or observations may be required by external agencies to support with setting suitable targets.**



- 4. A plan will be put together and discussed to support your child.**



- 5. The plan will be shared with the pupil, parents and supporting adults.**



The plan will be reviewed and updated and shared with the pupil, the parents and supporting adults.

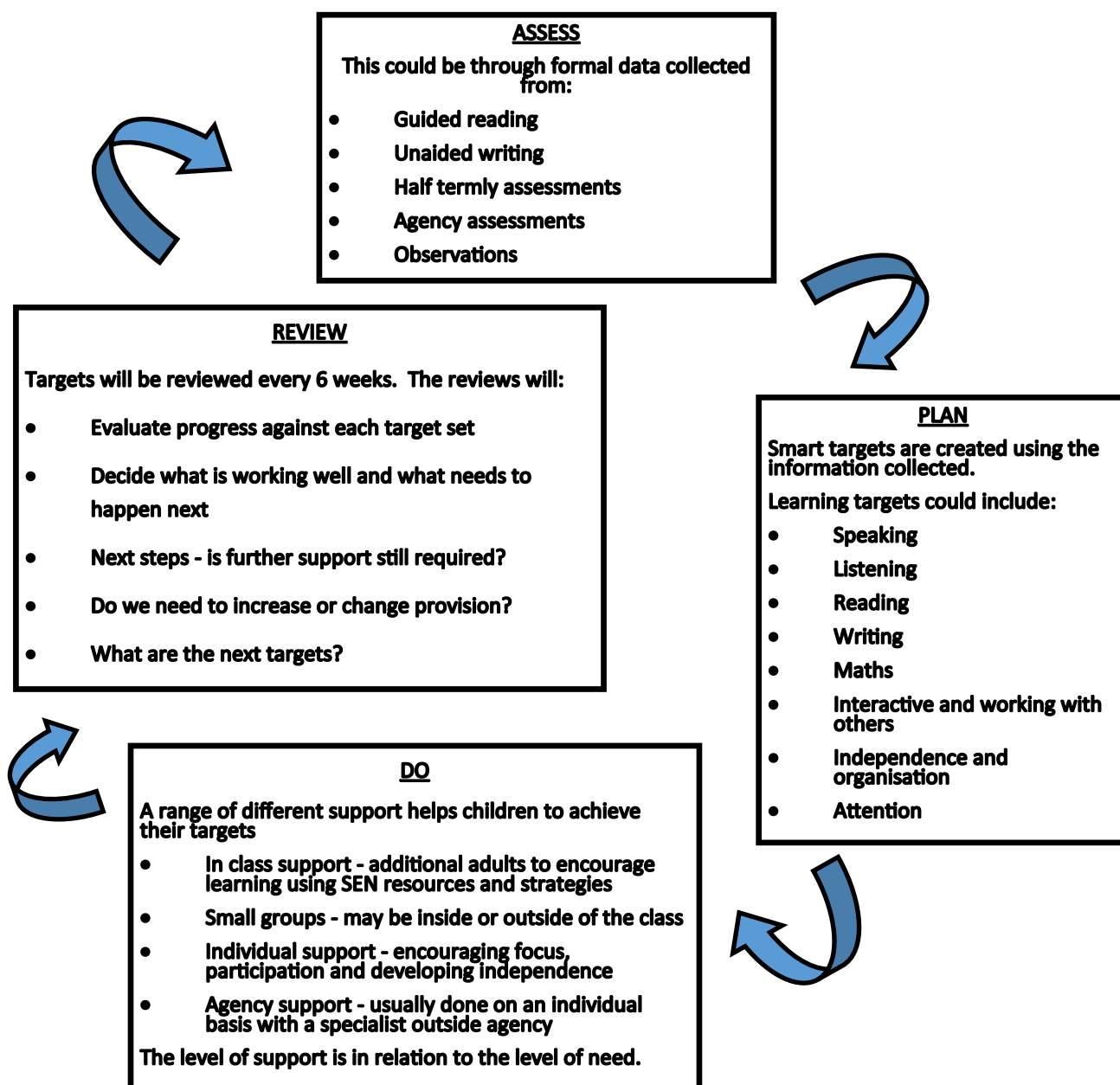
### 3. How will the school decide if my child needs extra support?

Decisions would be made based on both formal and informal methods including:

- Adult observations over a period of time by the SENDCO, class teacher, teaching assistants and other professionals in school who come into contact with your child
- Monitoring academy progress data which is collated and analysed each term
- Pupil discussions to determine if they find something challenging or enjoyable. This could be an area of communication, learning, social, emotional or physical development.
- Parent and staff discussions
- Standardised assessments and specialist advice from outside agencies

### 4. What will school do to support my child?

Appropriate targets will be set and progress monitored by the class teacher with support from the SENDCO, teaching assistants, other teachers or agency support workers. This is known as a graduated approach. The process for providing support is:



## **5 Who will support my child in school**

Many people may be involved in providing support for your child. They may include

Who.	How and Why.
Class Teacher	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
SENDCO Mrs Lisa Pang	Supports parents and class teacher to identify targets and next steps. Monitors provision effectiveness through assessment and progress tracking, using data systems and intervention timetables. May complete referrals for outside agency support or paediatric appointments.  Organises and leads review meetings and completing all relevant paperwork.
Teaching Assistant in class	Generally supports within the classroom to foster learning by following the planning and direction of the class teacher. Teaching assistants will be involved in targets set for children and will deliver specific intervention.  Gives feedback to inform future planning.
SEND TA Mrs Nicola Callow	Delivers Speech and Language interventions to support pupils in school and works in collaboration with the SENDCO and Class teacher to support different children around the school on the SEND register.
Midday Supervisor	Monitors and supports personal and social emotional needs of children through playground games, initiating play or monitoring progress in a specific area, such as forming friendship. Many TAs support playground and lunchtime duties.
Specialist outside agency	May complete assessments or observations to determine further details regarding the child's level of need
SEND Governor	Overseeing and challenging the provision for SEND within the school

## **6. What training and experience can staff offer to additionally support my children**

Mrs Selina Ratchford	Headteacher
Mrs Lisa Pang	SENDCo
Miss Donna Palmer	Additional Needs Coordinator and Designated Safeguarding Lead
Class teachers	All teaching staff have Qualified Teacher Status. All teaching staff undertake SEND training in school as part of their continued professional development. This is either delivered by the SENDCO or Outside Agencies.
Teaching Assistants	Our Teaching Assistants hold a range of qualifications including NVQ Level 3. They are experienced Teaching Assistants and have a wide range of experience across the Primary age range. Some of our Teaching Assistants also have very specific SALT and Mental Health training.
SEN Governor	The SEN Governor liaises closely with the SENCO.

**Intervention timetables detail provision of:**

We offer a range of provision including structured and evidence based interventions.

See Table 1

We also receive advice from specialist outside agencies. You will be fully informed of the type of intervention your child is going to receive.

Interventions are based around the 4 areas identified in the code of practise. These are Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health

**Table 1**

Cognition and Learning	Communication and Interaction	Social Emotional and Mental Health	Sensory and Physical Need
Catch Up Intervention (Maths and English) (Reading spelling and Handwriting programmes) Structured reading schemes Advice from: Specialist Teaching Team (STT) Educational Psychologist (EP)	Toolkits NELI Elklan (Visual support for sentence structure) First Call resources Support from Speech and Language Therapy (SALT) Working Together Team (WTT) providing social communication outreach.	Drawing and talking Lego Therapy Counselling sessions Support from Counselling services-CASY Counselling Access to Behaviour Outreach Support Service (BOSS) Access to CAMHS advice line	Fine and gross motor skills plans (scissor skills, core strengthening exercises, handwriting.) First Move resource. Support from Physiotherapist (PT) and occupational therapy (OT)

## **7. Who else might be involved in supporting my child?**

Educational Psychologist	<ul style="list-style-type: none"><li>• Supports the SENDCO and teaching staff by observing, assessing and setting targets.</li><li>• Meets with SENDCO, class teacher and parents to discuss concern</li></ul>
Specialist Teacher	<ul style="list-style-type: none"><li>• Assesses children's learning needs in school</li><li>• Supports SENDCO and class teacher with specific target setting (if necessary)</li></ul>
Speech and Language Therapist	<ul style="list-style-type: none"><li>• Assessment of children's speech difficulties and language acquisition</li><li>• Support and advice for parents, class teacher and SENDCO</li></ul>
Working Together Team	<ul style="list-style-type: none"><li>• Observations to support children with social, communication difficulties including those with Autism Target setting</li></ul>
Counsellor	<ul style="list-style-type: none"><li>• Counselling for children experiencing difficulties inside or outside of school.</li></ul>
Behaviour outreach support service	<ul style="list-style-type: none"><li>• Providing support to children who may be at risk of exclusion</li></ul>
Paediatrician	<ul style="list-style-type: none"><li>• Paediatricians specialise in the care of babies and young children.</li></ul>
Nurse	<ul style="list-style-type: none"><li>• Nursing teams will be involved with children who have diabetes and epilepsy. They provide training and support for staff.</li></ul>
CAMHS	<ul style="list-style-type: none"><li>• CAMHS are based in community locations and is multi-disciplinary team</li><li>• CAMHS support children with a range of complex health needs</li></ul>
ESCO	<ul style="list-style-type: none"><li>• Early Support Care and Coordination works alongside children and young people with disabilities and their families</li></ul>

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

### **Pastoral and social support:**

- We pride ourselves on the excellent relationships that are built up between the children and all staff to support children's social and emotional needs
- Staff work closely together to provide support for children with social and emotional needs
- All incidents are communicated to the relevant member of staff
- All safeguarding issues are reported to the Designated safeguarding Lead.  
(Donna Palmer)
- Playground games and activities are available at breaktimes and lunchtimes
- Intervention is planned for children who require support for their mental health and wellbeing in the Hub with the Inclusion Assistant.
- PSHE takes place on a weekly basis to promote speaking and listening skills, empathy,

### **Medical Needs**

- If your child has specific medical needs then please contact either your class teacher or the SENDCO so appropriate plans can be put into place.
- If needed a 'Care Plan' can be written 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 and complete a medicine administration form. All medicines will be stored in a locked storage box in the medical cupboard.

### **Support for Behaviour (including attendance and exclusion)**

When classroom interventions do not meet the needs of the child it may be necessary to access additional support from a specialist outside agency. If your child has specific difficulties regarding behaviour, a personal support plan will be put. This will follow a cycle of PLAN, DO and REVIEW.

**ASSESS:** Your child will be observed by school staff and Behaviour Outreach Support to understand the nature of the difficulty.

**PLAN:** Specific targets will be set for your child. The plan will include triggers for the difficulties, strategies to use with your child. Plans will be produced collaboratively with parents and the child.

**REVIEW:** Progress will be reviewed against the target after 6 weeks with pupils, parents and the adults involved. Next steps will be agreed.

**DO:** Interventions put in place that are shared and taken on board by all the adults involved.

- If behaviour issues continue despite intervention, a multi-agency meeting (including all adults and agencies involved) may be arranged to discuss next steps to avoid exclusion.

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

**Review meetings** - Your child will be involved in the meetings. They will be encouraged to talk about their progress, what strategies are working well and what they feel they may need support with for future targets.

**Child's views** - Your child's views towards their learning area are vital and help us to review the provision that has been planned. Your child will be involved in the assessment of their learning and setting future targets.

#### **10. How will the curriculum be matched to my child's needs?**

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

- Differentiated curriculum - A differentiated curriculum ensures that all children in the class have their learning needs met
- Small group learning - The class teacher will plan activities for your child to work in a small group to meet their learning needs
- 1:1 teaching - If appropriate, your child may have sessions on a 1:1 basis. This can be with the Class Teacher, Teaching Assistant, or the SENDCO. Outside agencies may provide 1:1 sessions/group sessions (if necessary)
- Use of visual aids - Visual timetables/prompts around school enable children to develop greater independence skills and help children to understand the school routine.
- Use of ICT - Using different equipment for children to access learning including laptops, computers, iPads and other forms of technology.
- Interventions - We plan interventions to enable children to meet their targets
- Concrete apparatus - Using magnetic letters to support learning, practical apparatus to support with maths. (Numicon, 100 square, multiplication squares, counters) Children often need to use visual and kinaesthetic learning to grasp basic concepts.
- Using seating for learning - Sitting children next to an adult or with supportive peer learners. Careful seating on the carpet be nearer the teacher or gain a better view. This will support your child to be engaged and provide opportunities for discussion, having a greater understanding of learning.

#### **11. What opportunities will there be for me to discuss my child's achievement? How will I know how well my child is progressing?**

At Spalding St Paul's Primary school, we pride ourselves on our positive relationships with our parents as we understand that you know your child best. Opportunities for feedback include:

- General teacher feedback
- Home - school communication (Dependent on the needs of your child)
- Parent consultations
- Assessment or observation feedback
- Review meetings



## **12. How does the school know how well my child is doing?**

We carefully track all children's progress across each term through the use of assessment data and observations. If your child is not meeting their age related expectations we may use a range of assessment tools to help us find out how best to support your child. We use different assessment tools to measure children against age related expectations.

- Assessment related to the curriculum delivered
- Early learning goals— for children working within the Early Years Foundation Stage
- Standardised assessment completed by the Specialist teacher or Educational Psychologist. These give us areas of strength and development compared to children nationally
- Using standardised scores in Maths and Reading to determine age related expectations
- Assessment for learning - within the classroom using self assessment targets within the lesson
- Individual targets

## **13. How will my child be included in activities outside the classroom including a school trip?**

First hand experiences are a key feature of learning in our school. We frequently use educational and residential trips to enhance learning opportunities. We will always include your child on a visit and will ensure that any specific needs are taking into account in our risk assessment.

## **14. How accessible is the school environment**

We have a designated parking space for disabled parking in our carpark. We have a disabled toilet and a medical room which has a shower and changing facilities. We use technology to support children's learning and use specific equipment and resources to support individual and specific needs

## **15. How will the school prepare and support my child to join the school?**

At Spalding St Paul's Primary School we ensure that your child is fully prepared to join our school through a careful, well thought transition plan. We have links with feeder pre-schools/nurseries and to ensure a smooth transition we will:

- Visit your child in the pre-school setting. If we are unable to do this, we will make sure that we speak to your child's keyworker to gain as much information as possible to support the transition
- Use paperwork sent from pre-schools/nurseries such as your child's learning journeys and any medical/SEN information
- Hold a 'Meet and Greet' afternoon during the Summer term before your child starts school. This is an opportunity for you to find out about our school in greater depth and to meet the Class Teacher.
- Arrange visit for your child to come to school. These are opportunities for your child to meet their new Class teacher and Teaching Assistant. Sharing of information is provided between staff and if necessary the staff will meet new parents at this stage to alleviate any concerns which you may
- Sharing of information between class teachers (including paperwork and advice)

### **16. How will school prepare and support my child to transfer to secondary school?**

We work hard to ensure transition to a new school is as seamless as possible and is an exciting experience for the children. Transition to a new school is often a worrying time and even more so if your child has SEN. We will do our best to ensure:

- Your child is offered extra transition opportunities (should this be required)
- Meet with the SENCO of the secondary school to share information
- Provide information about the needs of your child to their transferring school through face to face meetings, paperwork and emails
- Complete transition books to support your child with any new routines
- Contact agency support (if necessary) to become involved with the transition
- Meet with parents and the SENCO of the secondary school (if necessary) to discuss issues surrounding

### **17. How will I be involved in supporting my child?**

At Spalding St Paul's School, we recognise the valuable role parents/carers play in supporting their child's learning. There are many different ways parent can support their children such as:

- Listening to them read or sharing a book.
- Attending meetings in school
- Ensure children complete homework/reading tasks to support their learning
- Keep us up to date of any changes or information you feel that is necessary to pass on to the Class Teacher/ SENCO
- Join us to celebrate our success, e.g open mornings, music events, special assemblies etc

### **18. How can I access support for my friends and family?**

Information on **all services** for children and young people aged 0-25 with special educational needs and disabilities can be found at [SEND Local Offer – Lincolnshire County Council](#) This contains information regarding the SEN provision across the County

[From here you can locate the Family Service Directory \(FSD\)](#) - Your online guide to services and information on local organisations for parents, practitioners, children, young people, partners & providers

**19. Who can I contact for further information?**

If you require any further help or support, please contact

- Your child's class teacher as first point of contact
- Lisa Pang (SENDCo)
- Mrs Ratchford (Headteacher)

