



East Wold and North Cockerington C of E Primary Schools

Special Educational Needs Policy

Special Educational Needs Co-ordinator (SENCo): Mrs Imogen Plaskitt (NC),
Mrs Alison Whitfield (EW)

Head Teacher: Mrs Lesley Thornes

SEN Governors: Mrs Jack Stratford- Parker and Mrs Donna
Underwood

East Wold and North Cockerington C of E Primary Schools are committed to providing an appropriate and high quality education to all children in our care. We believe that all children, including those identified as having special educational needs or disability (SEND), have an entitlement to a broad and balanced curriculum which is accessible to them, and to be fully included in all aspects of school life.

We will endeavour to respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy reflects the Special Educational Needs and Disability Code of Practice: 0 to 25 Years. This policy is shared with all stakeholders through the East Wold and North Cockerington C of E Primary Schools webpages. A printed copy can be provided if necessary.

Aim

At East Wold and North Cockerington C of E Primary Schools we aim to provide high quality teaching that is differentiated and personalised to meet the individual needs of the majority of children in our care. Some children may need educational provision that is additional to, or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We will use our best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching.

At East Wold and North Cockerington C of E Primary Schools we aim to know precisely where all of our children, including those with SEN, are in their learning and development.

We will:

- ensure decisions are informed by the insights of parents and those of the children themselves
- have high expectations for all children, and set stretching targets for them
- track all children's progress towards these goals
- keep under review the additional or different provision that is made for children with additional needs
- promote positive outcomes in the wider areas of personal and social development
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs

- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils

At East Wold and North Cockerington C of E Primary Schools teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

East Wold and North Cockerington C of E Primary Schools have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child. A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had intervention/adjustments and good quality personalised teaching. Class teachers, supported by the head teacher and SENCO, make regular assessments of the progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Broad areas of need

There are four areas of Special Educational Need. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At East Wold and North Cockerington C of E Primary Schools we identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child.

- Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

- Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties or physical symptoms that are medically unexplained. Other children may have disorders such as

attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The following issues are **NOT** SEN but nevertheless may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need is not an acceptable way of describing SEN. Any concerns relating to child's behaviour will be described as an underlying response to a need which we will endeavour to recognise and identify clearly through our knowledge of the child.

A Graduated Approach to SEN Support

At East Wold and North Cockerington C of E Primary Schools teaching staff follow the ASSESS - PLAN - DO - REVIEW cycle to ensure that all children's learning needs are met. Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including those pupils who access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

The next step is Wave 2 Provision which is highlighted through a class Provision Map. This may include intervention support given in addition to high quality first teaching. Provision Maps are regularly monitored by class teachers as well as the SENCo. Provision given, and the impact it is having upon learning and progress, is closely tracked.

When considering whether to add special educational provision, the class teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes accurate formative assessment.

Where a child is receiving SEN support, we will liaise with parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the child and ourselves. We will meet parents at least three times each year. The views of the pupil will be included in these discussions. This is age and ability dependent, and may be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. An Individual Education Plan (IEP) may be written at this point, outlining the need of the child, the support that is to be provided, and by whom. It will also specify a target review date.

For higher levels of need, we have the option to draw on more specialised assessments from external agencies and professionals, such as Specialist Teachers and Educational Psychologists.

Managing Pupils Needs on the SEN Register

Provision Maps are working documents that are constantly used and reviewed by class teachers to inform planning and intervention. Their use is closely monitored by the SENCo. Provision maps are reviewed and updated at least termly, according to the most recent assessments.

Individual Education Plans are working documents that are constantly used and reviewed by class teachers and support staff, to best provide provision for those children in need of further support. Their use is closely monitored by the SENCo. IEPs are reviewed and updated at least termly, according to progression made against the targets set within them. IEP Review Meetings are held termly between the class teacher, parents and the SENCo to ensure that each stakeholder has the opportunity to input. Meetings with parents are vital, and are structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. Parents will also be directed to further information given in the East Wold and North Cockerington C of E Primary Schools' Local Offer, as well as the information, advice and support which can be found in the Lincolnshire Local Authority Local Offer.

An IEP is a working document, which tells all involved parties what needs have been identified, how to remove key barriers to learning effectively, the clear outcomes to be achieved within an agreed time frame, and who is responsible for providing the support. The class teacher is ultimately responsible for maintaining and updating the IEP (however on a day to day basis, this role may be delegated to a member of the support staff who works closely with a given child).

Once various levels of support have been provided for a child, and evidence regarding the child's progress against targets set has been collated, it may be necessary to put further provision into place. In consultation with parents, the class teacher and the SENCo have the option of inviting external agencies into school to provide further support. As a school we have direct access to;

- Educational Psychologists,
- Emotional and Behavioural Support Service,
- Specialist Teaching and Psychology Service,
- Speech and Language Therapy,

- Social and Communication Outreach
- Physiotherapist
- Hearing Support Service

A child will never be seen by a consultant from an outside agency without the prior consent from a parent/carer. The use of specialist services will be monitored by the SENCo. Parents will be given the opportunity to meet the consultant to discuss findings, and will be given a copy of any reports made.

Criteria for Exiting the SEN Register

When it is clear that a child no longer requires SEN support, the class teacher and SENCo will come to a decision to remove the child's name from the SEN Register. The child may still be provided with extra provision highlighted on the school provision map. Parents will be invited into school to discuss the next steps for their child.

If a child is transferring to another school, it is the responsibility of the SENCo and the class teacher to ensure that clear lines of communication between settings are opened, in order to discuss the child's on-going needs, and the support that they have received. We will pass on information in a variety of ways, including;

- The transferal of all formal assessment files and teacher information,
- Verbal discussion of the child's specific needs with new class teacher and/or SENCo.

Supporting Pupils and Families

East Wold and North Cockerington C of E Primary Schools are proud of the open door policy that we have with our parents and families. Parents are welcome to make an appointment to speak with their child's class teacher, SENCo, or the head teacher at any time, to discuss their child's needs.

External support for families with children with SEN can be found in the LA local offer at <http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/the-local-offer/> (Regulation 53, Part 4)

The admission arrangements for East Wold and North Cockerington C of E Primary Schools can be found in our Admissions Policy, in the policy pages of our websites: <http://east-wold.lincs.sch.uk/> and <http://north-cockerington.lincs.sch.uk/> Alternatively, paper copies can be obtained from the school office.

Transition between classes is smooth and consistent throughout the school. Classes spend afternoon sessions with their new class teacher at the end of the summer term. Teaching staff discuss the cohort in detail and pass on relevant documentation including; IEPs, current Provision Maps and Pastoral Information. If the class teacher or the SENCo feels that transition is an issue for a certain child, additional sessions may be arranged, including meetings to give the parents the opportunity to meet the new class teacher before the academic year begins.

All of the local secondary schools work closely with us to help us to provide all of our children with a smooth transition between settings. This may be done in a variety of ways, including:

- Year 6 children going to spend exciting taster days at the school,
- Secondary school teaching staff coming in to our school to meet children
- Staff from both settings closely discussing the needs and strengths of the cohort in readiness for the move,
- Transfer of information and assessment files.

In cases where a child may have greater needs regarding transition, additional support will be provided according to the needs of the child. This may include;

- Additional taster days at the secondary school,
- Parental involvement in 'Transition Meetings' between East Wold or North Cockerington C of E Primary School's staff and the staff of the secondary school.

Children who may have difficulties accessing SATS, will be discussed with the class teacher, Head Teacher and SENCo. The school will follow the guidelines and timetable for access arrangements on the DFE website. The support children will receive during internal assessments is decided by the class teacher, head teacher and SENCo.

Supporting Pupils at School with Medical Conditions

The arrangements for supporting children with medical conditions at East Wold and North Cockerington C of E Primary Schools can be found in our Supporting Children with Medical Conditions Policy, in the policy pages of our websites:

<http://east-wold.lincs.sch.uk/> or <http://north.cockerington.lincs.sch.uk/>

Alternatively, paper copies can be obtained from the school office.

East Wold and North Cockerington C of E Primary Schools recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014).

Monitoring and Evaluation of SEN

The monitoring of provision and SEN practice is the responsibility of the SENCo and the Head teacher. Planning and teaching is monitored closely through planning and book trawls, and teaching observation. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils

Parents of children with SEN are invited to state their views at review meetings. The views of children with statements or Education and Health Plans have their views canvassed before annual review meetings.

The SEN Governors regularly meets with the SENCo for SEN updates.

Training and Resources

The training needs of staff are identified and planned by the Head Teacher in conjunction with the staff of the school, and with reference to the School Development Plan.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCo regularly attends the Local Authority SENCo network meetings in order to keep up to date with local and national updates in SEND.

SEN is funded through the SEN element of the budget, as well as the whole school budget.

Roles and Responsibilities

The role of the SEN Governor is:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEND
- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the new Code of Practice

The Designated Teacher with specific Safeguarding responsibility is Mrs Imogen Plaskitt (NC) and Mrs Alison Whitfield (EW). The member of staff responsible for managing Looked After Child (LAC) funding and Pupil Premium (PPG) funding is Mrs Lesley Thornes. The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Mrs Lesley Thornes.

Storing and Managing Information

Documents and confidential information is stored in a locked filing cabinet. The administrator has a key. This is in line with the school policy on Information Management and our confidentiality policy.

Reviewing this Policy

This policy will be reviewed annually, in line with NASEN guidelines.

Accessibility

Statutory Responsibilities

- The DDA, as amended by the SEN and Disability Act 2001, have placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- As a school, we are required to produce accessibility plans and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- Access to the physical environment in part of the school has been adapted to cater for children and adults with mobility issues.

- At East Wold and North Cockerington C of E Primary Schools we ensure that all children and parents have equal access to all written documentation. Most documents are available through the school website for personal downloading and adapting for preference, and paper copies are always available from the school office. We offer the service of enlarging documents or copying onto coloured paper if requested. We will sensitively offer a reading service to families if we feel that adult literacy in the home is an issue.
- Parents and carers can contact key staff in several ways;

East Wold

School office telephone	01507 610060
School office email address	enquiries@east-wold.lincs.sch.uk

North Cockerington

School office telephone	01507 327258
School office email address	enquiries@north.cockerington.lincs.sch.uk

- The first point of contact for a parent, should always be with the child's class teacher. Class teachers are often available before or at the end of the school day, by appointment.

Dealing with Complaints

The arrangements for making a complaint regarding SEN can be found in our Complaints Policy, in the policy pages of our websites: <http://east-wold.lincs.sch.uk/> or <http://www.north-cockerington.lincs.sch.uk/> Alternatively, paper copies can be obtained from the school office.

Bullying

Bullying is taken very seriously at East Wold and North Cockerington C of E Primary Schools. The schools stance on bullying can be found in our Behaviour Policy and Anti-Bullying in the policy pages of our websites: <http://east-wold.lincs.sch.uk/> or <http://north-cockerington.lincs.sch.uk/> Alternatively, paper copies can be obtained from the school office.

Additional Information

Please find a copy of the East Wold or North Cockerington C of E Primary Schools SEN Information Report, 2016 and North Cockerington C of E Primary School's Local Offer on our webpages at <http://east-wold.lincs.sch.uk/> or <http://north-cockerington.lincs.sch.uk/>

These make part of the appendices of the policy.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (July 2014)
- Schools SEN Information Report Regulations (2016)

Appendix One:

North Cockerington C of E Primary School
SEN (Special Educational Needs) Information Report 2016

SENCO: Imogen Plaskitt

SEN Governors: Jack Stratford-Parker and Donna Underwood

Contact: School Office: 01507 327258

Dedicated SEN time: 30 minutes per week.

Our School's SEN Offer and SEN policy are available on our school website:
www.north-cockerington.lincs.sch.uk

Alternatively, copies are available from the school office.

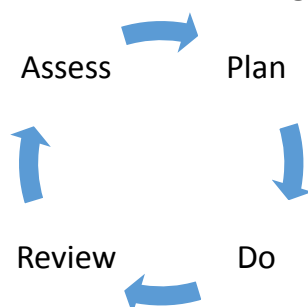
The Local Authority Local Offer is available from:

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



At North Cockerington C of E Primary School teaching staff follow the ASSESS - PLAN - DO - REVIEW cycle to ensure that all children's learning

needs are met. Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including those pupils who access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

How are Special Educational Needs Identified

At our school, children are identified as having SEN through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment which are carried out by a specialist teacher.
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified.

SEN Provision

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have support from a Speech and Language Therapist, who will

provide a programme of work for the school to carry out with the child. The school can also access advice from The Working Together Team.

2. Cognition and learning

- Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. If a child is still finding difficulty in accessing differentiated class work, the STAPS (Specialist Teaching and Applied Psychology Service), may be asked to assess a child. This referral would be made with the consent of a parent or carer. After the assessment is made, advice will be given. This will be discussed with the parent/carers.

3. Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Our school can offer support for a child via the School Nurse or via counselling arranged by the school.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. The school can access support and advice from the Sensory Impairment Service.

As of September 2016, we have 11 number of children receiving some form of SEN Support, with one child in receipt of an EHCP (Education, Health and Care Plan).

How the school adapts the curriculum for children with SEN

- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated
- The class teacher, alongside the SENCo will discuss a child's needs and what support will be appropriate
- Children with SEN will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon
- The SENCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEN and how resources are being used.
- The governors agree priorities for spending within the SEN budget, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

How our school environment is adapted for children with physical disabilities

- All areas in the KS2 area of the school are accessible by wheelchair.
- Accessible toilet facilities are available in the KS2 area of the school.

How the school supports the curriculum for children with SEN outside the classroom

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis.

Consulting with children, young people and their parents

Where a child is receiving SEN support, we will liaise with parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the child and ourselves. We will meet parents at least three times each year. The views of the pupil will be included in these discussions. This is age and ability dependent, and may be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. An Individual Education Plan (IEP) may be written at this point, outlining the need of the child, the support that is to be provided, and by whom. It will also specify a target review date.

Staff development

The teachers and TAs at our school have received training in Dyslexia and Precision Teaching. All staff have received Team Teach Training. All staff have received Tier One training from The Learning Together Team, formally Autism Outreach. The SENCo has received training on Dyslexia, Dyspraxia and Dyscalculia. The SENCo regularly attends the Local Authority SENCo network meetings in order to keep up to date with local and national updates in SEND.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Each class has a part time teaching assistant who works with children 1:1 and in small groups.

Finance

SEN is funded through the SEN element of the budget, as well as the whole school budget.

School Partnerships and Transitions

All of the local secondary schools work closely with us to help us to provide all of our children with a smooth transition between settings. This may be done in a variety of ways, including:

- Year 6 children going to spend exciting taster days at the school,
- Secondary school teaching staff coming in to our school to meet children
- Staff from both settings closely discussing the needs and strengths of the cohort in readiness for the move,
- Transfer of information and assessment files.

In cases where a child may have greater needs regarding transition, additional support will be provided according to the needs of the child. This may include;

- Additional taster days at the secondary school,
 - Parental involvement in 'Transition Meetings' between North Cockerington C of E Primary School staff and the staff of the secondary school.
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Support for parents

Independent support for parents is available through LIASE.

Liaise SEND Information, Advice and Support in Lincolnshire can be contacted through the Family Information Service (FIS). The FIS Freephone number is **0800 195 1635** and is available 8am-6pm. Alternatively you can email us at Liaise@lincolnshire.gov.uk

Complaints

The arrangements for making a complaint regarding SEN can be found in our Complaints Policy, in the policy pages of our website <http://www.north-cockerington.lincs.sch.uk/> Alternatively, paper copies can be obtained from the school office.

Last year, no complaints regarding SEN were made.

Date presented to and approved by the Governing Body:

Appendix Two:

North Cockerington C of E Primary School Local Offer

Special Education Needs Information

The Government has transformed the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The SEN system will extend from birth to 25. Statements and learning difficulty assessments will be replaced with a new birth to 25 Education, Health and Care Plan (EHC).

What is the Local Offer?

The Local Offer lists all the services available to support disabled children and with children SEN and their families. It sets out what is normally available in schools to help children with low level SEN as well as the options available in schools to support families who need additional care for their child.

The Lincolnshire Local Offer provides parents/carers with information about how to access services in their local area and what they can expect from these services. With regard to Education, it will let parents and carers and young people know how school and colleges will support them and what they can expect across the local settings. The web address for the Lincolnshire Local Offer is:

www.lincolnshire.gov.uk/SENDlocaloffer

Responsibilities at North Cockerington C of E Primary School

Class teacher:

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 know as necessary.
- Writing an Individual Education Plan (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are able 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 Policy is followed in their classroom and for all the pupils they teach with any SEND

The Special Educational Needs Co-ordinator (SENCO) (Mrs Plaskitt):

Responsible for:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (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.
- 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 support and advice for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

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.

Head Teacher (Mrs Thornes):

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENCO and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.

SEND Governors (Mrs Stratford-Parker and Mrs Underwood)

Responsible for:

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

What should I do if I think my child has Special Educational Needs?

- The class teacher is the initial point of contact for responding to parental concerns.
- If you have further concerns then contact Mrs Plaskitt, who is the Special Educational Needs Co-ordinator (SENCO).

How will the school respond to my concerns?

It is likely that the school will have already identified a parent's concerns and are working to develop these areas. The teacher may be able to reassure the parent about these. If the concerns are more specific, with a medical issue for example, the school and the parent will work together to seek relevant advice or referral as necessary.

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

The school will decide if a child needs extra support if they are not reaching age expected targets or are having difficulties in other areas of school life, such as socialisation.

What will the school do to support my child?

- Each child's education programme is planned by the class teacher. It will be differentiated accordingly to suit the child's needs. This may include additional general support by the teacher or teaching assistant in the class.
- If a child is still finding difficulty in accessing differentiated class work, the STAPS (Specialist Teaching and Applied Psychology Service), may be asked to assess a child. This referral would be made with the consent of

a parent or carer. After the assessment is made, advice will be given. This will be discussed with the parent/carer.

- If a child has needs related to more specific areas of their education, they may have an Individual Education Plan (IEP). This plan will have targets on it, which will be worked towards for approximately a term. It may involve small group intervention work or 1:1 work with a teaching assistant. After a term, the targets will be reviewed by all involved to ascertain the effectiveness of the provision, progress made and inform future planning.
- Pupils may need more expert support from an outside agency such as Speech and Language Therapy. If this is needed, referrals will be made, with the parents' or carers' consent.

Who will support my child?

- The children will be supported by the TA in their classroom.

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

- The teachers and TAs at our school have received training in Dyslexia and Precision Teaching. All staff have received Team Teach Training. Mrs Plaskitt has received training on Dyslexia, Dyspraxia and Dyscalculia.

Who else might be involved in supporting my child?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Autism Outreach Team
- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Service)
- Occupational Therapy Service
- Social Services
- Speech and Language Therapy Service
- Lincoln and Grimsby Hospital Paediatricians
- School Nurse

An Educational Psychologist is allocated to our school. He/she would only normally work with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This assessment takes place with the consent of the parent or carer. The

psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parents/carers on how to best support the pupil in order to take their learning forward.

Pupils with medical needs

- If a pupil has a medical need that a detailed Care Plan is compiled with support from the school nurse in consultation with parents or carers. These are discussed with all staff who are involved with the pupil.
- Staff have received epipen training delivered by the school nurse.
- All staff have basic first aid training.
- Medication for acute illness are administered in school, but only where a signed Medicine consent form is in place to ensure the safety of both the child and staff member.

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

Members of staff, such as the class teacher, teaching assistants, SENCO and head teacher are available for pupils to discuss issues and concerns.

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

If appropriate, older children may be invited to the termly review of their IEPs, where targets are reviewed and new targets set.

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

- When a child has been identified with SEN their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- TAs may be allocated to work with the child in a 1:1 or small focus group to target more specific needs.
- If a child has been identified as having a special need, they will be given an IEP. Targets will be set according to their area of need. These will be monitored by the class teacher and SENCO. IEP targets will be discussed with parents and reviewed with parents.
- Appropriate specialist equipment may be given to the pupil eg pencil grips and easy to use scissors.

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?

- Children's progress will be discussed at the Parents' Evenings during the Autumn and Spring Terms. In addition to this, children with IEPs will have reviews of these, three times a year.
- Appointments can be made with class teachers who are available at the end of the day, if you wish to talk about the progress your child is making or to raise a concern.

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

- The class teacher will monitor children's progress on a week by week basis. Formal assessments are made once a term and these assessments are tracked against progress and age related expectations.
- Children may have an annual STAPS assessment which will monitor children's progress in areas such as reading, spelling and maths ages.

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

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will aim to provide the necessary support to ensure that this is successful.
- Risk assessments are carried out and procedures put in place to enable all children to participate.

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

At present, we have:

- 1 disabled toilet
- Wide doors in some parts of the building
- Ground floor access

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

Many strategies are in place to help children when they start our school. These include:

- Discussions with the previous setting.
- Time spent in the child's new class, before starting the school.
- Meetings with parents or carers and the child.

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

Many strategies are in place to help children when they start our school. These include:

- Pupil meetings with the staff from their new school.
- Meetings with the SENCO of their new school.
- Three transition days, where the child visits their new school.
- Additional days in their new school, as required by the child.

How can I be involved in supporting my child?

- The class teacher may suggest ways of how you can support your child.
- If outside agencies are involved, they may make suggestions about the support that a parent or carer can give at home.

How can I access support for myself and my family?

The Local Authority Local Offer is on the Local Authority website:

www.lincolnshire.gov.uk/SENDlocaloffer

Lincolnshire Parent Partnership provides free and impartial information, support and advice about education issues so that parents can be fully involved in decisions about their child's education.

www.lincspcf.org.uk

Early help assessments:

<http://lincolnshire.moderngov.co.uk/documents/s4366/Appendix%201.pdf>

Who can I contact for further information?

- Mrs Lesley Thornes, headteacher.
- Mrs Imogen Plaskitt, SENCO

Appendix Three:

East Wold C of E Primary School SEN Information Report September 2016

SENCO: Alison Whitfield

SEN Governors: Jack Stratford-Parker and Donna Underwood

Contact: School Office: 01507 610060

Dedicated SEN time: 1 hour per week

Our School's SEN Offer is available on our school website: www.east-wold.lincs.sch.uk

Alternatively, a copy is available from the school office.

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



At East Wold C of E Primary School teaching staff follow the ASSESS – PLAN - DO – REVIEW cycle to ensure that all children's learning needs are met. Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including those pupils who access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

5. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have support from a Speech and Language Therapist, who will provide a programme of work for the school to carry out with the child.

6. Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

7. Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

8. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

As of September 2016, we have 13 children receiving some form of SEN Support.

Consulting with children, young people and their parents

Where a child is receiving SEN support, we will liaise with parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the child and ourselves. We will meet parents at least three times each year. The views of the pupil will be included in these discussions. This is age and ability dependent, and may be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. An Individual Provision Map (IPM) may be written at this point, outlining the need of the child, the support that is to be provided, and by whom. It will also specify a target review date.

Staff development

The teachers and TAs at our school have received training in Dyslexia and Precision Teaching. All staff have received Team Teach Training. The SENCo has received training on Dyslexia, Dyspraxia and Dyscalculia. The SENCo regularly attends the Local Authority SENCo network meetings in order to keep up to date with local and national updates in SEND.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Each class has a part time teaching assistant who works with children 1:1 and in small groups.

Finance

SEN is funded through the SEN element of the budget, as well as the whole school budget.

School Partnerships and Transitions

All of the local secondary schools work closely with us to help us to provide all of our children with a smooth transition between settings. This may be done in a variety of ways, including:

- Year 6 children going to spend exciting taster days at the school,
- Secondary school teaching staff coming in to our school to meet children
- Staff from both settings closely discussing the needs and strengths of the cohort in readiness for the move,
- Transfer of information and assessment files.

In cases where a child may have greater needs regarding transition, additional support will be provided according to the needs of the child. This may include;

- Additional taster days at the secondary school,
- Parental involvement in 'Transition Meetings' between East Wold C of E Primary School staff and the staff of the secondary school

Complaints

The arrangements for making a complaint regarding SEN can be found in our Complaints Policy, in the policy pages of our website <http://www.east-wold.lincs.sch.uk/> Alternatively, paper copies can be obtained from the school office.

Last year, no complaints regarding SEN were made.

Date presented to and approved by the Governing Body:

Appendix Four:



East Wold C of E Primary School SEND Offer

Local authorities and other services must set out a local offer of all services available to support children who are disabled, or who have Special Educational Needs, and their families. The local offer enables families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer includes provision from birth to 25, across education, health and social care.

The potential outcomes of the Local Offer are:

- To provide clarity and confidence for parents.
- To support earlier intervention.
- To reduce the need for assessment.
- To identify need and gaps in provision.
- To provide an evidence base for improving progress and securing better outcomes, at school and local level.

East Wold Church of England Primary School SEND Local Offer

All Lincolnshire schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as

inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

Questions you may have

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and/or Disability (SEND)?

What are the different types of support available for children with SEND at East Wold Primary School?

How can I let the school know I am concerned about my child's progress in school?

How will the school let me know if they have concerns about my child's learning in school?

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and/or Disability (SEND)?

Class/subject teacher:

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 know as necessary.
- Writing a Personalised Learning Plan (PLP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are able 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 Policy is followed in their classroom and for all the pupils they teach with any SEND

The SENCo (Mrs Whitfield):

Responsible for:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (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.

- 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.

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.

Head Teacher (Mrs Thornes):

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENCO and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.

SEND Governor (Mrs Jack Stratford-Parker and Mrs Donna Underwood):

Responsible for:

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

What are the different types of support available for children with SEN at East Wold Primary School?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching

For your child this would mean:

- That the teacher had 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.
- At times the teacher may direct a Teaching Assistant to work with your child as part of normal working practice.
- Different ways of teaching are in place so that your child is fully involved in, and can access, learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) 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 gaps 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 part of excellent classroom, practice when needed.
- Specific group work within a smaller group of children.

This group, often called intervention groups by schools, 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 SEN Code of Practice: School Action

This means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make progress.
- A learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational therapy groups

Stage of SEN Code of Practice: School Action Plus

This means they have been identified by the SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as ASD Outreach or Sensory Service (for pupils with a hearing or visual need).
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher or SENCO (or you will have raised your own concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- 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 Speech and Language Therapist or Educational Psychologist 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 your child 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 better targets which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- A group or individual work with outside professional.

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 will 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.

Specified Individual support

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher or SENCO as needing a particularly high level of support or small group teaching (the amount of hours will be specified by a

Statement of Special Educational Needs), which cannot be provided from the budget available to the school.

Usually your child will also need support from professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language therapy (SALT) Service.

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 have 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 the 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 support at School Action Plus

After the reports have all been sent to the Local Authority (L.A). The L.A will then decide if your child's needs are severe, complex and lifelong and that they need more specified extra support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or Education health Care Plan (EHCP). If this is not the case they will ask the school to continue with the support at School Action Plus and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The Statement or ECHP will outline the number of hours of individual/small group support your child will receive from the LA 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. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

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

- Severe, complex and lifelong
- Need more than a specified number of hours support in school

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- 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 or Head Teacher.
- If you are still not happy you can speak to the school SEND Governor.

How will the school let me know if they have concerns about my child's learning in school?

If your child is then identified as not making progress 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.

