



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

1. Contact your child's class teacher

During this meeting you will review progress and look at assessment results. If the Class Teacher feels it is necessary, they will pass information on to the school SENCO. A plan of action will be decided.

2. SENCO's action

It may be necessary for you to meet with the SENCO. Your child may be placed on the Special Needs Register.

3. Next steps

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

How will school respond to my concern?



• **After initial consultation** - we take the time to look at the concern. We build up a learning profile of your child by gathering assessment data, observations and general notes.



• **Meeting with SENCO** - A meeting for the SENCO, Class Teacher and Parent may take place to discuss concerns raised in the initial consultation. At this stage it may be necessary to place the child on the SEN register.



• **Planning together** - If necessary, the SENCO will generate a plan with the Class Teacher that will help the child. These will all be explained and shared at a parents' meeting with the pupil and adults involved.



• **Outside Agencies** - It may be necessary to seek advice from Outside Agencies to decide on the most suitable course of action. Parents/Carers are constantly informed during this process.



• **Progress Reviewed** - Progress is reviewed at suitable times during the year with parents, children and adults involved. If progress continues to be a concern we will set new targets. If your child has made sufficient progress and attainment has improved they may be removed from the SEN register.

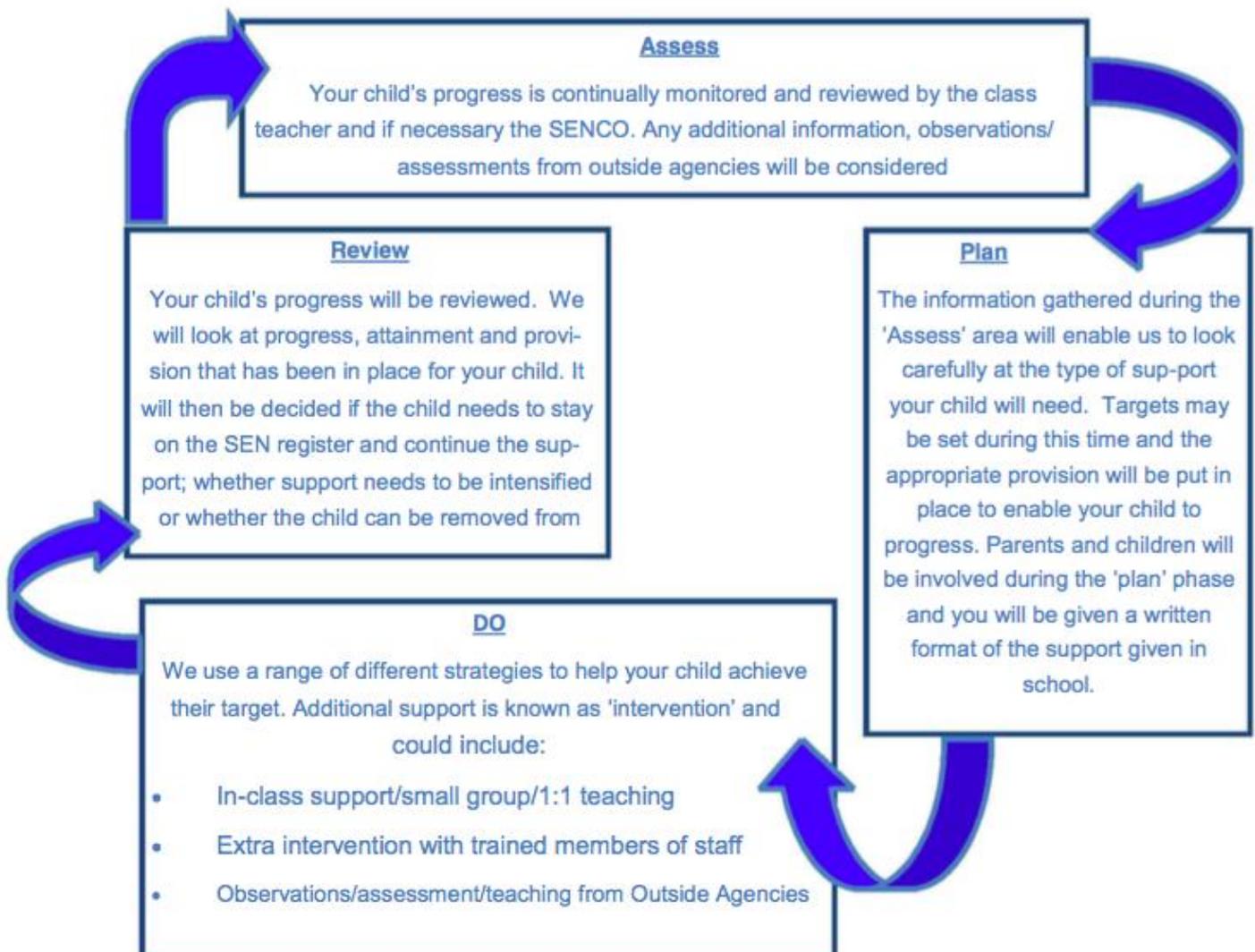
How will the school decide if my child needs extra support?

Decisions would be made using both formal and informal assessments of your child including:

- Adult observations over a period of time
- Monitoring data (collated and analysed each term where children are discussed during pupil progress meetings with the head teacher and your child's Teacher).
- Discussions with parents/pupils
- Advice sought by the SENCO from outside agencies

What will the school do to support my child?

Following discussions between parents, teachers and outside agencies (where needed), an agreed plan will be put into place. Your child's targets will be set and their progress will be monitored by the class teacher. At the Spires Federation, we follow a process of providing support for children. This is through a cycle known as 'Assess', 'Plan', 'Do' and 'Review'. (see below for more details)



Who will support my child in school?

Our teaching and non-teaching staff are excellent at evaluating the effectiveness of any support given within the classroom and any interventions that take place. This evaluation is fed back to Mrs Miller on a regular basis who will make any necessary adjustments.

We are also extremely fortunate to have a number of very experienced and highly qualified Teaching Assistants who can also offer specialist support

As a federation, we work with a wide range of outside agencies such as: Specialist Teachers, Speech and Language Therapists, Pediatricians and Physiotherapists. They will be involved, where needed, to support your child's needs in addition to what is provided in school.

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

Staff	Qualifications/Experience/Training
Emma Negus-Hill	Executive Headteacher
Donna Winters	Deputy Head 10 years experience as SENCO
Rebecca Miller	BA Hons Education Studies and Special Educational Needs and Inclusion National SENCO award
Teaching Staff	All teaching staff have Qualified Teacher Status. All staff undertake SEN training within school, this is delivered by the SENCO or outside agencies.
Teaching Assistants	Our teaching assistants hold a range of qualifications, including NVQ level 3. They are very experienced teaching assistants with a broad range of skills. They will also take part in SEN training throughout the school year.

Staff have a wide range of SEN training, including:

- Autism awareness
- First aid and medical training for epilepsy and epi-pens
- Precision Teaching
- Beat Dyslexia
- Toe by Toe

Who else might be involved in supporting my child?

Agency	Roles and Responsibilities
Specialist Teacher	Assesses children's learning needs in school Support and advice for strategies and target setting
Speech and Language Therapist	Assessment of speech and language difficulties Support for staff and SENCO Direct teaching
Pediatrician and nursing	Pediatricians specialise in the care of children and may support your child. Nurses may come into school to provide advice and training.
The Working Together Team (TWTT)	Provide support for behaviour and also Autism and ADHD Observe and support with strategies
Counseling and Support for Young People (CASYP)	1:1 counseling sessions
Behaviour Outreach Support Service (BOSS)	Observe behaviour and create targeted plans Work with children and staff to develop strategies
Grief and Loss Counseling Service	Offers support to children who have suffered the loss of a loved one Support children dealing with bereavement or separation issues

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

Pastoral and social support

We not only support children who need academic intervention, we also work very closely with children to support their emotional and social well-being. We have a caring, understanding and experienced team who believe high self-esteem in children is crucial to their personal, social and emotional well-being and development.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies. Our federation also has a number of experienced teaching assistants who work under the direction of the class teachers and SENCO to support vulnerable children during the school day.

We have days during each term where we focus on our school values and Social and Emotional Aspects of Learning. The focus we place on promoting our school values is extremely important in order for our children to interact with each other, as well as adults within the school or in the wider

community, in a mature, respectful, thoughtful and positive manner. Our children are aware of the concept of growth mindset and use this focus to help them through varying situations.

Medical Needs

- If your child has a medical need then please ensure that the information is passed onto the school SENCO.
- If necessary, a care plan can be put into place.
- If your child requires medication, please contact the School Administrator.

Support for Behaviour

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has difficulties surrounding their behaviour, a behaviour plan may be written to identify the specific issues, put relevant support in place and set targets.
- All staff will be involved in this process and the plan will be evaluated, where necessary.
- If behaviour does not improve, outside agencies will be involved to gain extra advice and support.

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

If your child has SEN, then they will need support that is 'additional to and different from' other children. In addition to high quality teaching, the class teacher will plan a range of appropriate strategies to support the child's learning. These are listed below:

- Differentiated curriculum** - A differentiated curriculum ensures that all children in the class have their learning needs met.
- Small group learning** – Where possible, the class teacher will plan activities for your child to work in a small group to meet their learning objective.
- 1:1 Teaching** - If appropriate, your child may have some sessions on a 1:1 basis. This can be with the Class Teacher, Teaching Assistant or the SENCO. 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 intervention to enable children to meet their targets.
- Topic based learning** - Ensuring that children develop skills through first hand learning opportunities that motivate and inspire pupils, enabling them to make links in their learning.

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

One of the benefits of a small, village primary school is that we know our children very well. We value and celebrate each child being able to express their views on all aspects of school life. This is carried out through the School Council and classroom interaction throughout the year.

Staff involved in interventions will work with a number of different children and talking to the children, and understanding any worries or/and concerns they may have, is a crucial part of the work that they do.

All children in our school have targets that they work on. These may be related to the curriculum but may also be targets linked to personal and social development. These will be shared with children at Pupil Consultation Meetings.

In addition, prior to every meeting to discuss the special educational needs of your child, the child's views are asked for. These can include how they feel they are progressing, what they find challenging in school and any concerns they may have.

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?

You will be invited to SEN meetings to discuss your child's progress.

You will receive an end of year report in the summer term.

You will be invited to Pupil Consultation Meetings.

You will be invited to meetings with outside agencies.

If seen as necessary, we can set up a manageable home/school diary.

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

At the Spires Federation, we assess children's learning six times a year. This involves the teachers making judgments against the age related expectations based upon your child's work. To reinforce these decisions, we also carry out formal assessments three times per year in maths, reading and spelling, punctuation and grammar.

Staff will meet to discuss the progress of their children, which enables us to identify the children who are not making expected progress. We use different assessment tools to measure children against age related expectations including National Curriculum Stages, Early Learning Goals and if necessary PIVATS (an assessment tool to measure progress for children who have complex

learning needs.)

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

All our children are included on our school trips; any medical needs are catered for with experienced staff accompanying the children to cover specific needs. Risk assessments will be carried out for children with specific needs. We will also ensure your child is grouped with an adult they know well and who understands your child's needs.

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

Our school has a disabled access and a toilet that caters for those with a disability. Our curriculum is accessible to all. If required, we can offer access to some electronic equipment to aid learning such as a laptop including some specialised programs. We are also happy to accommodate parents or carers and children whose main language is not English.

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

At the Spires Federation, we ensure that your child is fully prepared to join our school through a careful, well-thought transition plan. We also have a pre-school on site, which will help support your child's transition, if this is appropriate. 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/previous schools 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
- Arrange a morning and afternoon visit for your child to come to school
- We also provide 'moving up' days in the Summer term. 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 have.

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

For transfer at age 11, all secondary schools offer at least one familiarisation day for Year 6 pupils as well as taster days in Year 5. Any pupil in Year 5 can go to a taster day at any state school in the local area and information about these, are sent to you in advance. Once secondary school places are confirmed, a transition meeting takes place between Mrs Miller (as class teacher) and a representative from the secondary school. During this time, any significant information will be shared and plans will be put in place for any additional transitional support if needed.

For children with SEN, a transition meeting is held between Mrs Miller and the SENCO of the receiving school. On occasion it may be necessary for SEN children to have enhanced transition sessions, where they have more than one visit to their chosen secondary school. Where needed,

transition booklets can be produced with the children to aid their move. All information in your child's SEND folder will be passed on to the receiving school.

How will I be involved in supporting my child?

At Spires Federation, we recognise the valuable role parents play in supporting their child's learning. We know the importance working together has upon the children and therefore we always encourage this. There are many different ways parent can support their children such as:

- Attending meetings
- 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 sharing assemblies, sports day etc.

How can I access support for myself and my family?

Mrs Miller is always here to help. If you feel there is an area in which you or your family need support, please contact her and she can help signpost you to the correct service.

Some useful organisations include:

- Parent partnership - 01522 553351 www.lincolnshireparentpartnership.or.uk
- Parentlineplus - 0808 800 2222 www.parentlineplus.org.uk
- Family Action - 01522 69010 Lincoln@family-action.org.uk
- Lincolnshire ADHD Support Group - 01522 539939 Lincoln.adhd@btconnect
- Lincolnshire Children's service - 01522554673 PAACT (Autism Support)
- paactsupport@hotmail.co.uk

The Local Educational Authority (Lincolnshire County Council) has a list of agencies that can offer a wide range of support. This can be found by clicking on the link below:

<http://www.lincolnshire.gov.uk/SENDlocaloffer>

