

Helpringham School SEND Information Report.

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

Contact your child's class teacher.

Together you will decide on a plan of action.

The Special Needs Co-ordinator (SENCO) will be informed and if appropriate, the child will be placed on the Special Needs Register.

Targets may be put together or outside agency may be requested.

SENCO- Mrs Caroline Nickols

SEN Governor - Mrs Christine Breckon

2. How will the school respond to my concern?

Initial concerns may be discussed at parent consultations.

A further meeting may take place with or without the SENCO, dependent on the need of the child.

Assessments or observations may be requested by external agencies to support with setting suitable targets.

A plan will be put together, including specific targets.

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

The targets will be reviewed with pupils and parents within three months.

3. What will school do to support my child?

Ultimately, your child's targets will be set and their progress monitored by the class teacher, however they may receive support from Teaching Assistants, other teachers or agency support workers(see below for more details). The process of providing support is:

The intervention is managed and monitored by the SENCO.

The different interventions groups for learning; personal, social and emotional development and physical development for each year.

Agency support.

Who is responsible for delivering the intervention and how often it will take place.

Resources required for the intervention.

Data to track the effectiveness of the intervention.

This will be updated every 6 weeks.

ASSESS

This could be through formal data collection from:

- Guided reading
- Unaided writing
- Half termly maths tests

Agency assessments (see section 7)

This could be informal through:

- Observations over time
- Agency observations (see section 7)

PLAN

Smart targets are created using information collected in the ASSESS part. These could be using PIVATs (p Scale – pre –national curriculum).

Academic targets could include:

- Speaking (pronunciation, understanding and using (vocabulary)
- Listening (understanding and following instructions)
- Reading (decoding, comprehension, interference)
- Writing (sentence construction, punctuation, use of vocabulary)
- Maths (number recognition, counting, basic number facts)
- Interacting and working with others (working in groups)
- Independence and Organisation (gathering information, working with limited adult support)
- Attention (focusing on a task)

REVIEW

Targets will usually be reviewed every 6 weeks with the pupils. Parents will be invited in for reviews every 3 months but please feel free to contact your class teacher at any time. The reviews will evaluate:

- Progress against the targets
- Decide which strategies were successful and not successful
- Next steps – is further support still required? Do we need to increase intervention? Do we need to involve agency support? What are our next targets?

DO

Using a range of different strategies to help your child to achieve their targets. This intervention could include:

- In class support – additional adults to support with following instructions, completing tasks.
- Small group – may be inside or outside of the class, useful in developing working relationships
- 1:1 support – may be in class or outside, may be used for more individualised targets, reading, spelling, etc.
- Agency support – usually done on 1:1 basis with a specialist in the field (see section 7)

5. Who will support my child in school?

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

Who?	How and Why?
Class teacher	Set targets based on your child`s needs. Will be ultimately responsible for ensuring the intervention is provided and its effectiveness monitored.
SENCO	Can support with effective target setting. Monitors the effectiveness of intervention groups through the use of provision maps for each year group. May complete referrals to agency support. Will lead review meetings and complete relevant paperwork.
Teaching Assistants.	Day to day support within the classroom with in class tasks (maybe 1:1 or in a small group) May provide additional intervention, e.g. handwriting, additional maths, reading. Directed by the teacher to support the targets set.
Midday Supervisors	May provide support for monitoring and supporting personal, social and emotional needs of your child through playground games, initiating play, monitoring progress in a specific area (forming friendship groups) Directed by the teacher to support the targets set.
SEND Governor	Overseeing the provision for SEN.

6 What training and experience do staff have for the additional support of my child`s needs?

All staff has had training for:

Safeguarding

Understanding and managing behaviour.

Team Teach (behaviour management)

Autism awareness

First Aid (some staff have paediatric first aid)

E Safety

Prevent Training.

7 Who else might be involved in supporting my child?

We are fortunate to be able to buy in a range of external agencies to support your child if needed:

Name	Agency	Time in school	Support available	
Pam Paige	Educational Psychologist		Assessment for learning; personal, social, emotional needs. Observations. Target setting. Support with paperwork.	
Karen Jordan	Specialist Teaching Service. STAPS		Assessment for learning difficulties. Direct teaching. Observations to support with learning behaviour. Target setting. Staff training.	
Gemma Cuffe	Speech and Language therapy.		Assessments of speech difficulties.	
	TLC			
	Autism outreach CAMHS			

We can also make referrals to:

Family Action workers (to support with issues impacting on your child and family)

Child and Adult Mental Health services (CAMHS)

Education Welfare service.

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

Pastoral and social support.

Teachers, Teaching assistants and Midday supervisors build up strong relationships with children to support their emotional needs.

All child protection issues will be reported to Mrs Midwinter or Headteacher.

We have a clear behaviour policy which is adhered to by all staff (please see school website for a copy).

Intervention for personal, social, and emotional development are planned for in Key stage 1 and Key stage 2. The content of this will vary dependent on the needs of the children.

Circle time happens in every class to promote speaking, listening, empathy, working together, turn taking and following social rules.

Medical needs.

If your child has specific medical needs then please contact either your class teacher or the SENCO so appropriate plans can be put into action.

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 office to complete a medicine administration form.

Support for behaviour.

If your child has specific difficulties regarding behaviour they may have a behaviour plan. This will follow the ASSESS, PLAN, DO, REVIEW process:

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

We pride ourselves on our positive relationship with parents as we understand you know your child best. Opportunities for feedback include:

Opportunity	Details	Frequency
Review meetings Parents and child	As stated in section 4	Every 3 months
Assessment or observation feedback (Agency led)	To feedback an assessment report or observation either by the agency or the SENCo. If these are completed close to the review meetings, then feedback may be during this time.	Dependent on the need for the agency involvement
Parent consultations	If your child's targets directly relate to the classroom, e.g. behaviour, attention, organisation then these may be discussed during parent consultations.	Every 4 months
General teacher feedback	If your child's teacher has a specific feedback, e.g. to celebrate success or to discuss any concerns, this will happen in between the above meetings.	Dependent on the needs of your child
Home-school communication	It may be required to set up a <u>manageable</u> home-school book or chart which may form part of your child's behaviour plan.	Dependent on the needs of your child.

Your child's teacher will always make themselves available to discuss any specific issues at an appropriate time. Please contact them to arrange a mutually convenient time. The best way to contact the teachers is by telephoning the office.

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

We carefully track all of our children's progress across each term through the use of data and observation. If your child is not meeting their age related expectations, we may use a range of assessment tools to help us pinpoint how best to support them.

P scales

Early learning goals.

Reading and spelling assessments.

Assessment for learning within the classroom self-assessment against targets, use of talking partners to share ideas.

Individualised targets-through a personalised plan.

These help to identify areas to target and support with advice on how to move your child forward. If it is felt that your child is struggling to progress at an expected rate for them it may be necessary to move forward to formalise their needs through applying for an Education Health Care Plan. This is a document that schools have to legally follow. This will bring together the education, medical and social care needs of your child.

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

We use educational visits to enhance the learning in the classroom. We will always include your child on a visit, ensuring any specific needs they have are taken into account within our risk assessment. If you wish to support your child during a

visit, please contact your class teacher. Dependent on the needs of your child, you may be asked to support them on an educational visit.

12. How will I be involved in supporting my child?

Parents are given lots of practical ways to support their child's development in school and at home.

Useful websites and apps.

Strategies for reading e.g. reading to your child, with your child and before they read to you.

Specific agency advice – could be games, organisational strategies e.g. visual timetables and behaviour management strategies.

Letters to support referrals to paediatricians.

Parents are always encouraged to support within school through:

Donating spare time.

Share your own talents e.g. art, sports.

Share your knowledge of the child e.g. through review meetings, parent consultations.

Join us to celebrate success e.g. talent days, music events, craft and art exhibitions.

13. How can I access support for myself and my family?

Information on all services in Lincolnshire for children and young people aged 0-25 with special educational needs and disabilities can be found at www.lincolnshire.gov.uk/sendlocaloffer

Useful organisations include:

	Telephone	Website/Email
Lincolnshire County Council SEDN team		SENEnquiries@lincolnshire.gov.uk
Lincolnshire Children's Services	01522 782111	
Liaise Information Advise and Support Service	0800 1951635	liaise@lincolnshire.gov.uk
Lincolnshire Parent Carer Forum	0845 3311310	www.lincspgf.org.uk
PAACT (Autism Support)	07935 222963	paactsupport@hotmail.co.uk
Lincolnshire ADHD Support Group	01522 539939	lincoln.adhd@btconnect.com
EMC Services Equality for Minority Communities	01427 787190	emc_lincs@lincolnshire.gov.uk
Family Action	01522 69010	lincoln@family-action.org.uk
School Nursing Team	01529 304310	
Independent Parental Special Education Advice		www.ipsea.org.uk

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

The majority of children joining our reception class attend the school's adjoining pre-school (Fledglings). In addition we offer

- Short visit days
- Parents meetings with your child's class teacher before they start school.
- Hold a 'welcome evening' in the summer term before they start school where you will meet your child's class teacher, get information about how the school runs, order of the day and the chance to visit the classroom.
- Meet with agencies already involved with your child, e.g. Speech and Language Therapists to discuss their targets.

Transition between year groups also involves:

- The sharing of information between class teachers (including paperwork, successful strategies)
- Class swap day where your child will meet their new teacher.

15. How will school prepare and support my child to transfer to secondary school?

We understand that transferring to secondary school can be a daunting time and may be even more so if your child has SEND. We will support you and your child by:

- Providing information about the needs of your child to their transferring school through face to face meetings, paperwork, e-mails etc.
- Complete transition booklets to support your child in becoming familiar with the new routines of the school e.g. Maps, timetables, photos of key members of staff
- Organise additional visits to the school
- Invite the SENCS from the secondary school to attend the last meeting in year 6.

16. 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
- SENCo – Mrs C Nickols