



Q. What is SEND?

SEND stands for Special Educational Needs and Disability. A child with special educational needs is understood to have either a learning difficulty or a disability and the child needs special educational provision to be made for them. This is **any educational provision which is additional to or different from that generally made for other children of the same age in a mainstream school.**

Special educational needs are grouped under four headings;

- Cognition and Learning (learning needs)
- Communication and Interaction (speech, language and social interaction needs)
- Social, Emotional and Mental Health
- Medical, Sensory or Physical Needs

Q. What should I do if I think my child has special educational needs?

Talk to us in confidence: we are here to help. You can talk to your child's class teacher; to Miss Henson, our school's Special Educational Needs Co-ordinator (called SENCo) or to Mr McCullough, our Headteacher. We welcome conversations with parents if they are concerned about their child.

Q. How will the school respond to my concern?

We will listen.

We will look into your concern.

We will arrange a follow up meeting so that we can share information.

Miss Henson will explain the process we use to determine the extent of your child's educational needs and what special support they might need. If necessary, she will make contact with other professional agencies who do not work at our school but who have experience and expertise that will be of benefit to your child. Miss Henson will endeavour to keep in regular contact with you.

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

If a child makes progress that is less than expected, we put in place support to help them 'catch up'. Many children, whether

More about our SENCo

My name is Nic Henson and I am the school's SENCo. I am happy to speak with you about any aspect of your child's special educational needs and provision. Please contact me at school on 01778 343419 or email; enquiries@langtoft.lincs.sch.uk.

I am a qualified teacher with over nine years of classroom experience. I have gained the National Award for SEND coordination.

What does the SENCo do?

I am responsible for making sure that the special educational needs of children are identified and that the most appropriate support is in place to help a child. I review the special provision put in place with you, your child, and your child's class teacher. If appropriate, I include other professionals who are working with your child.

My other duties include;

- Guiding and supporting staff and parents/carers
- Talking with professionals outside of school to gather advice and devise a programme of support
- Linking with other schools to support transitions
- Making requests for statutory assessment
- Working with our designated SEND Governor, Mrs Sheryl Myatt and reporting to the governing body on the provision and progress made by pupils with special educational needs and disabilities

they have special educational needs or a disability or not, may well be supported at some point during their time at our school. What the support will look like and how long it will last depends on the need that has been identified. **One size does not fit all.** Whatever the support is that has been provided, it is routinely reviewed.

We will carry out an assessment of your child. This may involve gathering information on a formal or informal basis from you, your child, their teacher and from other professionals who may have supported your child previously. (In some cases, you may have already identified a need yourself and your child may have already been assessed by a suitably qualified professional. We will take in to consideration their findings and recommendations.) Our SENCo will advise our Headteacher on the outcomes of the assessment and will recommend a 'menu' of support for your child. Once the support has been agreed, we will share our plan with you and your child. At this stage, we may decide that your child does need educational provision that is significantly different to that provided for its peers in the classroom and through our 'catch up' programmes. If this is the case, we will place your child on our Special Educational Needs and Disabilities Register.

Q. What will the school do to support my child? How will the curriculum be matched to my child's needs?

An exciting, pupil-designed curriculum that is made relevant for all types of learners is delivered across the school and there are high expectations and ambitions for all.

If your child is on the Special Educational Needs and Disabilities Register, they will have a *Learning Passport*. Their progress is reviewed with you six times per year. This is a formal opportunity for you to express your views although we are happy to talk with you at any time. Your child's strengths and areas in which they need support are outlined alongside the provision put in place for them. You are given a copy to keep.

School staff who are working with your child also meet formally at least six times a year to monitor your child's progress and to review the effectiveness of your child's provision. It is after these meetings that the provision may be altered.

The support we offer;

- For Cognition and Learning (Learning needs)**

All Pupils	Some Pupils	Pupils with Special Educational Needs
<ul style="list-style-type: none"> Quality teaching Structured teaching of phonics using <i>Read Write Inc</i> with children grouped according to stage not age Planned activities matched to need Practical apparatus and visual prompts Illustrated dictionaries Use of writing frames Access to IT (laptops, iPads) In-class support from teaching assistants and other adults Focused group work with the class teacher, for example, guided reading 	<ul style="list-style-type: none"> 'Booster' groups in school time and after school In-class support from teaching assistant Additional keyboard skills Individual reading with adult 	<ul style="list-style-type: none"> Very small group work for mathematics Adapted catch-up programmes Additional phonics tutoring (using <i>Read Write Inc</i>) Additional individual reading Paired reading Memory skills training Visual timetable Visual tracking skills training IT, for example, <i>Accelerad</i> <i>Accelewrite</i>, <i>Learning Log</i> after school club

• **For Communication and Interaction (Speech, Language and social interaction needs)**

All Pupils	Some Pupils	Pupils with Special Educational Needs
<ul style="list-style-type: none"> Quality teaching Differentiated curriculum planning, activities, delivery and outcome, such as simplifying language and increased visual aids Use of symbols Structured school and class routines 	<ul style="list-style-type: none"> In-class support from teaching assistant with some focus on supporting speech and language Additional use of IT 	<ul style="list-style-type: none"> Visual timetables Speech and language support from Speech and Language Therapist, followed up in school and at home Staff trained in knowledge and practice to support the communication skills of 5-11s Input from <i>Working Together Team</i> Visual organiser <i>Learning Log</i> after school club

• **For Social, Emotional and Mental Health**

All Pupils	Some Pupils	Pupils with Special Educational Needs
<ul style="list-style-type: none"> Whole school behaviour policy Whole school / class rules Class reward and sanctions systems Circle Time / parachute games The 5cs – ‘Our Values’ system Peer mediators UNICEF <i>Rights Respecting School</i> Recognition of Commitment 	<ul style="list-style-type: none"> Small group Circle Time Sensory circuits 	<ul style="list-style-type: none"> Individual reward system Peer mentoring Social skills training Support for unstructured times Circle of Friends <i>Learning Log</i> after school club

• **For Medical, Sensory or Physical Needs**

All Pupils	Some Pupils	Pupils with Special Educational Needs
<ul style="list-style-type: none"> Flexible teaching arrangements Staff aware of implications of physical impairment Medical support 	<ul style="list-style-type: none"> Sensory circuits Additional keyboard skills Additional handwriting practice Access to equipment, for example, writing slopes 	<ul style="list-style-type: none"> Motor skills programme for small group Individual support in class during PE Physiotherapy programme Occupational therapy programme Individual Healthcare Plan <i>Learning Log</i> after school club

Q. Who will support my child in school? What training and experience do staff have?

All of our staff are committed to the well-being and educational achievement of the children in our care. Staff undertake regular training to enhance their skills. Recent training includes; Read Write Inc. Spelling, An Overview of Dyslexia, Autism Level 1, Children with Social and Emotional Difficulties, First Aid, Level 3 ELKAN Award in *Knowledge and Practice to Support the Communication Skills of 5-11s*, Attachment Disorder, Attention Deficit Hyperactivity Disorder.

Teachers have a wealth of experience which they gained over the years by successfully engaging with families. Our school also employs a teacher from the Specialist Teaching and Applied Psychology Service. Miss Henson, our SENCo, holds a BSc (Hons) in Psychology.

Nominated staff are trained annually on how to use an epi-pen and undertake diabetes training.

Q. Who else might be involved in supporting my child?

- Our designated governor, Mrs Sheryl Myatt, will monitor your child’s progress and provision and gather your child’s views by visiting them in school
- an Educational Psychologist
- a Speech and Language Therapist

- a member of the Working Together Team
- Sensory Services for children with hearing/visual needs
- Community Paediatrician
- School Nurse Team
- Child and Adult Mental Health Service (CAMHS)
- A member of the physiotherapy team
- A member of the occupational therapy team
- HomeStart

Q. How will my child be involved in the process of support?

Before a scheduled review meeting with you, we would gather your child's thoughts and feelings by speaking with them. We would also gather your child's views indirectly by speaking with the adults (including school governors) who work with them and know them well.

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

As a relatively small school we know our children well and build strong relationships with them. Our SENCo teaches in the Foundation Stage and knows the children in the school. Your child is very important to us and remains at the centre of everything we do. We give children regular opportunities to share their feelings.

- The procedures surrounding the administration of medicines are clearly outlined in the school's policy and any exceptional circumstances in regard to the administration of medicines will be arranged in advance with senior members of staff.
- We have high expectations of pupil behaviour and clear systems in place to support this. We avoid excluding children by following the Lincolnshire Ladder of Behavioural Intervention.
- Our attendance rate is excellent because children want to come to our school. Every term we give out special stickers for full attendance and at the end of the year any child who has full attendance receives a certificate. Equally, we work closely with families whose child has low attendance.
- Our highly coveted 5Cs promote the values we wish to promote in our children namely Cooperation, Courtesy, Consideration, Caring and Conscientious. These values are reiterated within the classroom and in whole-school assemblies. We have a democratically elected School Council which aims to represent the views of all children within our school.
- Our Year 6 children are trained as Peer Mediators and work to solve minor disputes in the playground.

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

The progress and well-being of all children is routinely monitored and recorded. We formally assess children three times per year as well as administering the national statutory tests. For children with special educational needs, we also;

- host *Progress Review Meetings*
- formally review of intervention programmes to evaluate their success
- carry out stand-alone assessments for specific interventions
- maintain an on-going dialogue between school and other professionals (including voluntary) bodies

Q. How will I know how well my child is progressing?

We will tell you! In addition to the *Annual Academic Report to Parents*, we will update you on your child's progress during the *Learning Passport* review meeting (six times per year), through your child's *Learning Log* (fortnightly homework) and through regular dialogue we will have with you. You can also view your child's exercise books.

If your child has an Education and Health Care Plan (formerly known as a Statement of Special Educational Needs), you will be invited to the Annual Review meeting.

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

We choose activities that we know are suitable for all children to enjoy. We may, however, following a risk assessment, need to make adjustments to ensure the well-being of everyone. This may require you as the parent or carer to accompany your child in addition to the usual school staff members.

Q. How accessible is the school environment?

You are welcome to come and see the school environment for yourself. Our school is on one site and one level. There are no steps and the doors and corridors are wide enough to accommodate a wheel chair or walking support. We have a toilet suitable for children with disabilities. View our *Accessibility Plan* on our website.

Q. How will the school prepare and support my child when joining your school? How will the school support my child moving to a new school?

Children joining our school in the Foundation Stage class attend 'Stay and Play' sessions in June/July prior to starting in September. The first few weeks at school are part-time (if requested by parents/carers) to ensure that children and adults alike can build positive relationships. We also like to make home visits. We liaise closely with pre-school and nursery settings and, where appropriate, attend review meetings.

For children moving on to a new school we would encourage the same procedure; for your child to visit the new school, our staff to liaise closely with the SENCo/Head of Year at the new school and to share key information, and for staff from the receiving school to attend our review meetings. All information shared will be in your child's best interest. Records will be supplied punctually to attempt to secure a smooth handover.

Q. How can I be involved in supporting my child?

All children are encouraged to complete their *Learning Log*, to read at home and to practise spellings and times tables. We will suggest to you activities that you can do at home to embed learning. This will vary depending on your child's needs and your circumstances.

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

Talk with us: we may be able to point you in the right direction. You can also contact *Special Educational Needs and Disabilities Information, Advice and Support Service* (01522 553351). See www.lincolnshire.gov.uk/SENDlocaloffer