



### 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 Mrs Pennell, 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.

Mrs Pennell 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. Mrs Pennell 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 Emma Pennell 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](mailto:enquiries@langtoft.lincs.sch.uk).

I am a qualified teacher with over 17 years of classroom experience. I hold 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. Activities are adapted so that all pupils can engage in learning alongside their friends. For example, technology may be used to record your child's idea if they are unable to write due to a disability. Simplified

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

- 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"> <li>Quality teaching</li> <li>Differentiated curriculum planning, activities, delivery and outcome, such as simplifying language and increased visual aids</li> </ul> | Same as 'All Pupils' plus: <ul style="list-style-type: none"> <li>In-class support from teaching assistant with some focus on supporting speech and language</li> </ul> | Same as 'All Pupils' and 'Some Pupils' plus: <ul style="list-style-type: none"> <li>Visual timetables</li> <li>Speech and language support from Speech and Language Therapist, followed up in school and at home</li> </ul> |

|  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>• Use of symbols</li> <li>• Structured school and class routines</li> </ul> | <ul style="list-style-type: none"> <li>• Additional use of IT</li> <li>• <i>Lego Club</i></li> </ul> | <ul style="list-style-type: none"> <li>• Staff trained in knowledge and practice to support the communication skills of 5-11s</li> <li>• Input from <i>Working Together Team</i></li> <li>• Visual organiser</li> </ul> |
|--|--|---|

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

| All Pupils   | Some Pupils   | Pupils with Special Educational Needs   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Whole school behaviour policy</li> <li>• Whole school / class rules</li> <li>• Class reward and sanctions systems</li> <li>• Circle Time / parachute games</li> <li>• The 5cs – ‘Our Values’ system</li> <li>• Peer mediators</li> <li>• UNICEF <i>Rights Respecting School</i> Level 1</li> <li>• <i>Feelings Artbook</i></li> </ul> | Same as ‘All Pupils’ plus: <ul style="list-style-type: none"> <li>• Small group Circle Time, using <i>Friends for Life</i></li> <li>• Sensory circuits</li> <li>• <i>Lego Club</i></li> <li>• <i>Mental Health First Aider</i></li> <li>• access to <i>Healthy Minds</i></li> </ul> | Same as ‘All Pupils’ and ‘Some Pupils’ plus: <ul style="list-style-type: none"> <li>• Individual reward system</li> <li>• Peer mentoring</li> <li>• Social skills training</li> <li>• Support for unstructured times</li> <li>• <i>Circle of Friends</i></li> </ul> |

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

| All Pupils  | Some Pupils  | Pupils with Special Educational Needs  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Staff aware of implications of physical impairment</li> <li>• Medical support</li> <li>• Layout and furniture of classroom and dining hall to aid safe movement</li> </ul> | Same as ‘All Pupils’ plus: <ul style="list-style-type: none"> <li>• Sensory circuits</li> <li>• Additional keyboard skills</li> <li>• Additional handwriting practice</li> <li>• Access to equipment, for example, writing slopes</li> </ul> | Same as ‘All Pupils’ and ‘Some Pupils’ plus: <ul style="list-style-type: none"> <li>• Specialist equipment: sensory cushion, weighted jacket</li> <li>• Motor skills programme for small group</li> <li>• Individual support in class during PE</li> <li>• Physiotherapy programme (outside agency)</li> <li>• Occupational therapy programme</li> <li>• Individual Healthcare Plan</li> <li>• Accessibility Plan</li> </ul> |

**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. Phonics, Read Write Inc. Spelling, Autism Level 2, First Aid, Level 3 ELKAN Award in *Knowledge and Practice to Support the Communication Skills of 5-11s*, Attachment Disorder, *Lego Club* training, *Youth Mental Health*.

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 Team.

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. Other governors may help her to do this.

Other professionals from education, health and social services, and voluntary organisations may be asked to support our school in providing for your child. These include:

- 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)/Healthy Minds
- A member of the physiotherapy team
- A member of the occupational therapy team
- HomeStart
- A member of the Pupil Reintegration Team

These professionals may recommend equipment and facilities that the school does not have. We would work closely with these other agencies and the Local Authority to secure the equipment needed and to consider the facilities available in our school.

### 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 who work with them and know them well. We may consider the views they have given through questionnaires and through discussions with, say, visiting governors.

### 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* every term to which you are invited
- formally review intervention programmes to evaluate their success by following the cycle of assess-plan-do-review
- 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!

If your child is on the Special Educational Needs and Disabilities Register, they will have a *Learning Passport*. Their progress is reviewed with you and school staff six times per year during a *Progress Review Meeting*. 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 of special need are reviewed along with the provision put in place for them. We will let you know how your child has done in meeting the short-term targets we set for them since we last met. After each review the provision may be altered and a new plan put in place. You are given a copy of what has been agreed.

In addition to the *Progress Review Meeting*, we will give you an *Annual Academic Report to Parents*. In the meantime you can look at your child's homework and spelling test results. You can also view your child's exercise books at parent/teacher consultations at least twice a year.

If your child has an Education and Health Care Plan, you will be invited to the Annual Review meeting.

### Q. What if I am unhappy with the provision made for my child?

Talk to us. Start with your child's class teacher. If you are not satisfied with their response, make an appointment to discuss your concern with the headteacher or SENCo. If they are unable to resolve the matter, you may wish to make a formal complaint. This would be done in line with our Complaints Policy which is available on our website or by [clicking here](#).

### **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. 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. 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 and Mini Police 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. What are the arrangements for the admission of my child to the school?**

Admission to our school is coordinated by Lincolnshire County Council. Contact them on 01522 782030. Children with special educational needs and disabilities are not discriminated against. Our Admission Policy has more information. Read it [here](#).

### **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 can be 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.

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

All children are encouraged to complete their homework with you, to read at home and to practise spellings and times tables. *MyMaths* is an online platform for mathematics homework. 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 find more information about other services that can support my child and family?

The Lincolnshire Local Offer aims to provide information about services and provision available for families, children and young people with Special Educational Needs and Disabilities, and to make it easier for all families to find this information by making it available in one place. It is web-based and can be [found here](#). The homepage looks like this:



The Local Offer website gives you the contact details of services and organisations available to you. From the homepage (see above) you can go on to find information about, for example, transport, support groups and health.

You can also contact *Special Educational Needs and Disabilities Information, Advice and Support Service* (01522 553351).

Liaise is the Special Educational Needs and Disability (SEND) Information Advice and Support Service for Lincolnshire. It provides information and advice relating to SEN and disabilities to parents, children and young people (0 – 25) which is free, confidential and impartial.

There is a confidential Helpline that provides initial help and support by telephone and email. Liaise can allocate a Liaise Caseworker if further help and support is required.

The information, advice and support provided in relation to SEND includes:

- helping you to understand SEND law and legal information;
- understanding SEND policy and how it works in practice in Lincolnshire;
- information on SEND support in schools, colleges and in relation to pre-school settings;
- support with getting the views of children, young people or parents' views heard by schools, health providers, the Local Authority (this could include attending meetings or help writing letters or filling in forms);
- EHC needs assessments and education, health and care plans;
- personal budgets;
- SEND tribunals, mediation and disagreement resolution;

- school admissions and exclusions;
- support with raising complaints about health, education and care relating to SEND; and
- giving information about other organisations who could help including local Healthwatch, local and national charities, and parent support groups.

To contact Liaise, please call 0800 195 1635 or email [liaise@lincolnshire.gov.uk](mailto:liaise@lincolnshire.gov.uk)