

Grainthorpe SEN Information Report



Date: January 2022

Review Date: January 2023

Special Educational Needs and Disabilities at our school

We believe that each child is an individual and strive to ensure that all children receive challenge and support to achieve at school and be happy in their learning.

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

Please come in and talk to us – your child’s class teacher will usually be the first person in school who you could contact or our SENCo Mrs Bates. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

How will the school respond to my concern?

We have an open door policy and we take your concerns very seriously.

- We will invite you into school to discuss your concerns and worries.
- This first meeting will usually be with your child’s class teacher; however the SENCo, Learning Mentor and/or Head Teacher may be present if you wish.
- A plan of action will be put in place with strategies put in place to support all concerned. Another date will be set to review actions and decide whether further intervention is required.
- This may mean your child does need extra support and they will be put on the SEN register, specific targets will be set and monitored regularly.
- Please also see our SEND Policy.

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

Children are identified as having SEN through a variety of ways including the following;

- Liaison with parents/carers prior to the child starting school
- Liaison with other schools prior to the child transferring to our school
- Daily assessment of learning in class (a child may also express their concerns in a particular subject)
- Half termly reviews of child’s attainment and progress which indicates if the child is performing below age related expectations
- Concerns raised by parents
- Concerns raised by adults in school, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies
- Health diagnosis through a paediatrician

There are four broad areas of need that we provide for. These are;

a) Communication and interaction

i) 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

ii) Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

B) Cognition and learning

i) Support for learning difficulties may be required when children and young people 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.

ii) Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

C) Social, emotional and mental health difficulties

i) 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 such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

ii) We follow processes set out in our Promoting Positive Behaviour Policy" to support children and young people, so it does not adversely affect other pupils.

D) Sensory and/or physical needs

i) 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, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health

ii) Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

What will the school do to support my child?

The school will follow a graduated approach, please see the SEND Policy.

Firstly the school will continue to provide high quality teaching which matches the needs of individual pupils to ensure that Good or accelerated progress is made in every area. Alongside this, additional support may be necessary to allow your child further opportunities to practise key skills. This may take the form of:

- Targeted 'in class' support
- an intervention programme (delivered individually or in a small group)
- an individual programme set by an external professional
- an individual programme delivered by an external professional
- use of specific resources to remove barriers to learning
- Measureable targets will be jointly set, agreed and reviewed by the child, class teacher, parents and SENCo.

Where a child continues to make little or no progress, despite appropriate support that is matched to the child's area of need, the school will consider involving specialists, including those from outside agencies. Any additional support received will be recorded and shared with parents at least on a termly basis. This could be via reviews or parent consultation meetings. A cycle of Assess, Plan Do and Review will be followed. A Pupil Passport will be put into place this will highlight strength and areas of difficult for your child and will set realistic short term targets.

The image shows a 'Pupil Passport' form. The left page has a header with the school logo and name. Below it is a box for the child's name. To the right is a box for 'Date of Birth' with sub-sections for 'Class' and 'Year Group'. Below these are five columns with questions: 'What people like and adore about me?', 'What makes me happy?', 'What am I good at?', 'What do I find tricky?', and 'What things do I use to help me?'. Below the columns is a 'Parent's Note' section. At the bottom, there are sections for 'Other information you might need to know about me', 'Medical Information', 'Specific needs', 'Who are my key adults at home/school?', and 'Other adults/agencies that support me'. The right page is titled 'Skills Focus' and has a section for 'Supporting Documents' (SEN, EHC, IFT, WTT, etc.). Below that is 'Other support/arrangements'. A 'Term' section has three columns for 'Autumn', 'Spring', and 'Summer'. Below this is a table with rows for 'Numeracy', 'Speech & Language', 'Writing', and 'Maths', and columns for 'Autumn', 'Spring', and 'Summer'.

Who will support my child in school?

Your child may be supported by:

- Class teacher
- Class/ year group based Teaching Assistants
- Learning Mentor
- Volunteers working within school
- SENCo
- Outside Agencies
- Mid-day supervisors
- SEND Governor

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

All teaching staff are qualified teachers and many hold additional qualifications

The SENCo has been in post since 2020 and has achieved the National SEN Award. All teaching assistants are qualified to NVQ level 3 and many hold additional qualifications.

Staff have also undertaken the following training:

- Team teach (Positive Handling)
- Paediatric First Aid
- Child Protection/ Safeguarding
- EpiPen training
- Delivering Intervention – Grammar, Guided Reading, Writing,
- Autism awareness
- Dyslexia awareness
- Precision Teaching
- Team teach
- ELKLAN
- Diabetes Training
- Solution focused coaching

- Fun Friends
- Restorative Therapy
- Visual Stress Assessments

Who else might be involved in supporting my child?

We want to be able to give your child appropriate support, which will have the greatest impact for your child and you, their parents. Sometimes this means contacting outside agencies for advice. We often works with:

- Educational Psychologist
- Specialist Teaching Team (STT)
- Speech and Language Therapists
- Counselling services
- Re-integration Team
- Behaviour Outreach Support Service (BOSS)
- The Working Together Team (TWTT)
- Occupational Therapists
- Physio Therapists
- SEST – Sensory Education and Support Team

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

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- 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 such as Health and Social Services and/or Behaviour Support.
- The emotional and social well-being of your child is of great importance to us, where appropriate additional intervention (individual or small group) will be organised to help your child's emotional and social development. All staff endeavour to build strong, positive relationships with children to support their emotional needs. We also have a Learning Mentor who works within school. Her role is to give support to individual children who may require an extra 'listening ear'. She often works within the classroom but also joins the children at lunchtimes and playtimes to support the children socially or may provide some bespoke intervention to suit individual needs.
- The school's Behaviour Policy is implemented consistently by all staff to support children's behaviour. If necessary Individual Behaviour Plans may be used.
- Child Protection and Safeguarding concerns are reported to the Designated Child Protection Officer's within school.
- Social, moral, spiritual and cultural education permeates throughout our curriculum. Activities happen within every classroom to promote speaking, listening, empathy, working together, turn taking and following social rules.
- If your child has specific medical needs, please contact the SENCo so appropriate arrangements and Individual Health Care Plans (to inform all staff of the specific of the condition and what should be done to support the needs of the child) can be put into place. If your child requires medication please contact the school office and complete a medicine administration form.
- Attendance is monitored regularly. Incentive schemes are in place throughout the school to reward individual and whole class good attendance. However, if concerns arise regarding your

child's attendance/lateness you will initially be contacted by telephone/letter to alert you to these.

If concerns continue a School Attendance Panel meeting, which may include an Education Welfare Officer, will be arranged. At this meeting strategies to support regular attendance may be discussed and targets will be set to achieve improved attendance.

How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who require additional support are given opportunities to discuss and set their targets with their class teacher.
- During lessons children are asked to review their work and talk honestly about their progress and what they feel their next steps should be.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- Subject leaders involve children in discussions about particular subjects in school, what they like about these subjects and how they could be improved.

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

Meeting your child's needs starts with high quality teaching everyday within the classroom. Our curriculum is creative and has a strong practical element, enabling children of all abilities and needs to access the curriculum and be supported and challenged.

Our teachers are proficient at matching the curriculum activities to a broad range of abilities across their class. However in addition to this, children with SEN may, at times, need extra or different support.

This may include:

- Consideration of strategies to remove barriers to learning i.e. seating arrangements, use of ICT, additional/alternative resources, use of visual aids/ displays, groupings, pre-teaching/learning
- Additional adult in class to support learning
- Intervention programmes (limited, short sessions, to focus on a particular skill or area of understanding)
- Alternative work set by the class teacher for some of the curriculum
- An individual programme – generally written by an external agency but delivered in school

How will I know how well my child is progressing?

- We have an open door policy where you are very welcome to come in at any time to make an appointment to meet with either the class teacher, Learning Mentor or SENCo to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore, we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEN register they will have specific targets which we review regularly. These are discussed on at least a termly basis and parents are given a copy of these targets.
- If your child has complex SEND they may have an Education Health Care Plan which means that a formal meeting will take place to discuss your child's achievement and a report will be written.

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

- As a school we measure children's achievement in learning against National age related expectations.
- The class teacher continually assesses each child's strengths and any areas where further support or challenge is needed. As a school, we track children's progress from entry to end of KS1 and to end of KS2, using a variety of methods.
- Children who are not making expected progress are identified through daily assessment for learning in class as well as regular pupil progress meetings which take place between the class teachers, teaching assistants, SENCo and Head Teacher. In these meetings a discussion takes place regarding all individual children and what further support and challenge can be given to aid their progress.
- When specific targets are reviewed comments are made against each target to show the progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does progress.
- Some children may need to have progress measured in smaller steps. Here the school makes use of Pre-Key Stage Standard, which is a system that breaks the National Curriculum levels into smaller measurable steps.

How are the School Governors involved what are their responsibilities?

- The SENCo reports to the Governors at least termly to inform them about the achievement of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEN and meets regularly with the SENCo. They also report to the Governors to keep them all informed.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support and challenge they need in order to achieve.

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 provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

How accessible is the school environment?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing.

How will the school prepare and support my child when joining the school and transferring to a new school?

- We encourage all new children to visit our school prior to starting when they will meet some children in their class and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school.
- When children are preparing to leave us for a new school, typically to go to secondary education, we arrange visits and staff from the secondary school also come and talk to the children.

- We organise transition activity events which are led by our learning mentor who liaises closely with the schools the children are transferring to be able to give them as much information as possible
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

How can I be involved in supporting my child?

- Always share your concerns with us, if we all work together and communicate effectively this helps to keep the school aware of any changes.
- Often specific targets are set for individual children e.g. extra reading. You can support your child by finding specific times in the evening or at weekends to practise these skills.
- Try and make the experiences positive. Often if a child is finding something difficult they can become frustrated and negative if they keep getting things wrong. Lots of praise and encouragement even for the smallest achievements. Your child's class teacher will be able to offer help and advice.

How can I access support for myself and my family?

There are a variety of support services available to families. We will also help signpost you to any additional services that might be of benefit.

- Early Help and Team around the Child (TAC)
<http://microsites.lincolnshire.gov.uk/children/practitioners/team-around-the-childtac/early-help-and-tac>
- National parent Partnership Network
www.parentpartnership.org.uk
- Lincolnshire Children's Services
<http://www.lincolnshire.gov.uk/parents/schools/sen/>

Further information, advice and support may be available via the Local Authority website

www.lincolnshire.gov.uk/SENDlocaloffer

You can also contact Additional Needs at Lincolnshire County Council 01522 553351

Further information about different Special Educational Needs can be found by following the links below:

www.ipsea.org.uk – information for parents around Special Educational Needs advice.

www.specialneedsjungle.com – general resources for parents around Special Educational Needs advice.

www.autism.org.uk – site to support parents and children with autism.

www.ADHDfoundation.org.uk – site to support parents and children with ADHD.

www.dyspraxiafoundation.org.uk – site to support parents and children with dyspraxia.

www.bdadyslexia.org.uk – site to support parents and children with dyslexia.

www.rnib.org.uk – site to support parents and children with sight difficulties.

www.ndcs.org.uk – site to support parents and children with hearing difficulties.

www.youngminds.org.uk – site to support children with social, emotional and mental health difficulties.

www.downs-syndrome.org.uk – site to support parents and children with downs syndrome.

www.barnardos.org.uk – information for parents around Special Educational Needs advice.

www.talkingpoint.org.uk – site to support parents and children with speech and language difficulties.

www.cerebralpalsy.org.uk – site to support parents and children with cerebral palsy.

Who can I contact for further information?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet SENCo – **Rebecca Bates**
- You could look at our SEN policy on our website

What can I do if I am unhappy with the provision being provided for my child?

If you feel concerned or are unhappy with any aspect of provision for your child, you should in the first instance contact your child's class teacher and then the SENCo. If you feel that there are still concerns, you may wish to contact the Head Teacher who may refer this to our SEND Governor – Vicki Jackson

Who should I contact if I am considering whether my child should join the school?

- Contact our school offices on 01472 869035 and ask for the SENCo **Rebecca Bates**
Or email admin@grainthorpe.lincs.sch.uk