



Claypole Church of England Primary School

# Special Educational Needs and Disabilities Information Report Our 'Local Offer'

At Claypole Church of England Primary School, we aim to be an inclusive, caring school where we can give everyone the time and support they need to develop; building a confident, resilient, responsible and spiritually healthy community of people. We strive to do our best for ourselves and each other, **challenging** and guiding one another – **opening minds** and **widening horizons** – working together towards the flourishing of all members of our school community so that everyone can **fulfil their potential** through the provision of world-class education... regardless of ethnicity, background, needs or disabilities.

We are committed to supporting all learners to achieve their very best. Please look at the information below, for how we support children with Special Educational Needs and Disabilities in our school.

Please also refer to the Lincolnshire Local Offer for further information and support.

For the Lincolnshire Local Offer please [Click Here](#)

As outlined by the requirements of the DfE, this report complies with:

- [Special educational needs and disability code of practice: 0 to 25 years](#)
- [section 69\(2\) of the Children and Families Act 2014](#)
- [regulation 51](#) and [schedule 1 of the Special Educational Needs and Disability Regulations 2014](#)

The report includes details of:

- our school's admission arrangements for pupils with SEN or disabilities;
- the steps we have taken to prevent pupils with SEN from being treated less favourably than other pupils;
- access facilities for pupils with SEN;
- the accessibility plan our governing body has written in compliance with [paragraph 3 of schedule 10 to the Equality Act 2010](#);

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## 1. What does special educational needs mean?

A child is likely to have special educational needs if they need resources which are 'additional to or different from' those generally available for other children of the same age. This goes beyond the normal approaches and learning arrangements provided by the teacher as part of high quality, personalised teaching.

The 2014 Code of Practice identifies four areas of special educational needs. These are

- Communication difficulties and finding it difficult to get on with others
- Thinking and learning difficulties (e.g. Difficulties with English and Maths skills)
- Difficulties related to social, mental and emotional health (e.g. anxiety) • Sensory and/or physical difficulties

## 2. Who is responsible for ensuring SEN provision?

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

The Head Teacher has overall responsibility for the learning of all children in the school; class teachers identify what is needed and how they will meet those needs; the Special Educational Needs Leader (*SEND also referred to as SENCO*) monitors the provision and provides advice for both parents and teachers.

Presently the SEND Leader is Mrs Silby during the absence of Miss Kurvink.

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

There are a number of different circumstances which may lead to the suggestion of special educational needs.

- You may feel there has been a problem of some kind for a while, though you may not be able to identify what that problem is.
- A difficulty may have been suggested by a health visitor, doctor or other health professional.
- Your child's class teacher may speak to you with a concern that they have about your child's progress, or with a specific difficulty.

It is very important that parents and the school work together, so if you have any concerns, please make an appointment to speak to your **child's class teacher**, just as he/she will contact you for an appointment if he/she has any worries.

#### 4. How will the school respond to my concern?

Following the initial conversation between you and your child's class teacher, it may be necessary to arrange a longer meeting to discuss this further. Wherever possible this meeting will take place within 2 school weeks of the initial conversation.

Next the class teacher will discuss your concerns with the SENCO and will investigate the concerns. This may include making additional assessments, observations and having discussions and sharing information with other adults who work with your child. Investigations usually take between 2 and 4 school weeks.

The investigations will be followed by a further meeting, this time between you, the class teacher, and the SENCO where the findings will be discussed.

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

The decision that your child needs extra support will be made by the class teacher, but only in consultation with yourself, and the SEND Lead. This decision will be made on the basis of initial investigations, collection of evidence and family history. This may also involve different assessments made by other professionals. This information will be shared with you at the followup meeting and the decision discussed.

The decision to place a child on the school's SEN register is not taken lightly and takes into account the quality and quantity of the evidence. Your child cannot be placed on the SEN register without your permission.

#### 6. What will the school do to support my child?

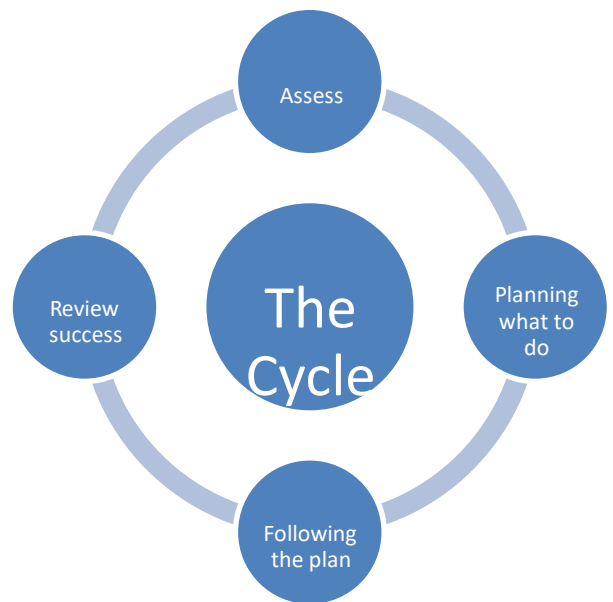
Firstly, the school will continue to provide high quality teaching which matches the needs of individual pupils. Alongside this additional support may be necessary to allow children further opportunities to practise key skills. This may take the form of a booster programme **or** may be as a result of a child being placed on the SEN register.

A booster programme is a series of sessions with an adult, usually as part of a group, which focus on the practice of key skills which have been taught in the classroom. They may work in these groups for 2-5 times a week but for only a short periods of time. Many learning support specialists believe that several short sessions are more effective than long sessions and we don't want children to miss out on lessons that they enjoy or are good at. Teachers and Teaching Assistants will encourage children to use the skills they have learned in these sessions when they are learning in class.

The support will be planned and reviewed by the class teacher, working with you to discuss how well the programme has gone. Programmes follow a cycle of looking at what the problem(s) is; planning what we will do to support your child; termly we will review the success of the plan and decide what to do next.

The plan will show what support your child will receive, how often and by whom. It will include measurable targets which will be part of the review process.

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school will consider involving specialists, including those from outside agencies.



## 7. Who will support my child in school?

When they are working in the classroom your child will mainly be helped by the Teacher or Teaching Assistant; they may also be supported in the classroom by a volunteer, such as a parent, or by another child in the class. On other occasions children may sometimes be withdrawn from the classroom to receive support in a small group setting or very occasionally on a 1:1 basis; this usually is with one of our Teaching Assistant staff.

The school employs a number of teaching assistants who have a range of experience, training and qualifications in the following areas:

- ✓ Autistic Spectrum Disorders
- ✓ Dyslexia and other literacy difficulties
- ✓ Dyscalculia and other maths difficulties
- ✓ Dyspraxia
- ✓ Behavioural difficulties
- ✓ Attention difficulties
- ✓ Visual difficulties
- ✓ Inclusion
- ✓ Mobility Problems

The school is sometimes assisted by outside agencies, who give specialist advice. You can see a list of these agencies in section 9.

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

Class teachers at Claypole Church of England Primary School are qualified teachers with many years' experience of supporting children with a whole range of additional needs. They are supported by a

number of Teaching Assistants too. All staff received training which is updated and reviewed to deal with the needs within the school. Teaching staff have been trained in the safe handling of children. All staff have taken part in training for helping children on the autistic spectrum. Any courses that are attended by members of staff are used to give feedback and assess possible further training in Continued Professional Development Meetings (CPD). In school we do have people who have taken part in extra training.

## 9. Who else might be involved in supporting my child?

For some children the school may request parents' permission to involve other key professionals who work for support agencies. In our own school the main agencies/professionals we work with are:

Agency	Name	Role	Time in school
<b>Educational Psychologist (EP)</b>	Local Area Team	Working with the school to support a variety of needs. Providing training, advice, ideas for teachers and consultations with parents. Conducting specific assessments/observations to help to analyse difficulties.	As required
<b>Behaviour Outreach Support Service (BOSS)</b>	Local Area Team	Working with the school to support a variety of needs. Providing advice, ideas for teachers and consultations with parents. Conducting specific assessments/observations to help to analyse difficulties.	As required
<b>Specialist Teaching Team – Special Educational Needs And Disability Service (SENDS)</b>	Local Area Team	Conducting specialised detailed assessments to help identify difficulties; advising teachers and parents with support; planning and delivering specific programmes of work to support learning.	Time for this is purchased by the school when required.
<b>Speech and Language Therapist (SALT)</b>	Jerry Yapp	Planning programmes of work to be delivered in school to support children with speech and language	Three times a year.
<b>Physiotherapist</b>		Planning programmes of work to be delivered in school to support children with the development of physical skills.	As required
<b>Community Paediatrician</b>		Children are referred to the school doctor if there are medical, physical, social or emotional concerns.	By referral

<b>Child and Adolescent Mental Health Service (CAMHS)</b>	This service is for those children who need further support for their behaviour and social and emotional well-being.	By referral
<b>CASY</b>	Counselling service	By referral
<b>Working Together Team</b>	The service is used to assess the needs of children who need support communicating in different social situations. This can be achieved by observation in classrooms and working with the class teacher. This is can be useful especially with children who have autism. The service can help with target setting.	By referral

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



### **Pastoral, and social support:**

The school offers a range of support for children with emotional and social needs. Support will always include the opportunity for children to meet on a regular basis with a named adult (usually a TA) to discuss any concerns the child may have and ideas for how they can be enabled to help themselves.

Some children may take part in a specific programme aimed at developing social and emotional skills, such as 'Time to talk' or 'Social Stories'®. Others will benefit from having the opportunity to work with a Learning Mentor who will meet with them each week to discuss their progress over the previous week and aims for the week ahead. The aim here will be to ensure that they feel good about themselves and their learning, and will take steps to ensure that this attitude is maintained.

Where further advice is needed from a qualified professional, a referral may be made to the Behaviour Outreach Support Service (BOSS) or to the Child and Adolescent Mental Health Service (CAMHS) (see section 9).



### **Medication**

For children with needs which require prescription medication to be taken in school, these needs can usually be met by arrangement with the school. We are only allowed to administer medication in accordance with a prescription from a qualified medical practitioner. These will be administered in line with the Department of Health Guidance – 'Managing Medicines in Schools and Early Years Settings'.

**Please note the school will listen to any unusual circumstances and will act to meet the needs of children so please talk to the Headteacher.**



## **Behaviour**

Claypole Church of England Primary School sees good behaviour as a key aspect of a child's education. Poor behaviour choices have an impact on the education of both the child themselves and other children in the school. Teachers are trained in a broad range of behaviour management strategies which fundamentally focus on reward for good behaviour and praise in public. For children who really struggle with issues related to behaviour choices, advice may be sought from other agencies (see section 9). It may be necessary to put a Pastoral Support Plan in place in order to give further guidance for a child who is experiencing difficulties with behaviour choices in order to try to avoid exclusion. The school's Behaviour Management Policy is available on our website.



## **Attendance**

Attendance is an important issue. Research clearly shows that children who attend school regularly have greater chances of success both now and in the future. Attendance is monitored regularly both at school, and by the Education Welfare Office. Where issues are identified regarding a child's attendance a request for a meeting with parents is made to discuss how support can be put in place to ensure the child is attending school regularly.

### **11. How will my child be able to contribute their views? How will my child be involved in the process?**

Your child's views are important to us. They will have opportunities to contribute their own views about their needs either through discussion with the class teacher or in some cases with a Teaching Assistant. These views contribute to the writing of the 'Pupil Passport' and the 'SEN Support Plan/Profile' (see below).

### **12. How will the curriculum be matched to my child's needs?**

Meeting your child's needs all starts with high quality teaching every day in the classroom. Good teachers are used to matching the curriculum to a broad range of ability across their classes. This is no different for children with additional needs. However, further to this, children with additional needs may need extra or different support. This may include

- Routine strategies such as seating arrangements, use of IT, additional resources or equipment;
- Additional support in the classroom, such as another adult or a Teaching Assistant supporting the child's learning;
- Further support such as a "booster" or intervention programme. This is a series of short sessions focusing on a particular skill or area of understanding and may take place in the classroom, or a group may be withdrawn to a quieter place;
- Completely different work to be set by the class teacher for part of the curriculum;
- A special programme written for them by an external agency but delivered by the school.

The support put in place by the school will be recorded in two documents:



**Pupil Profile** (reviewed at least annually) which highlights your child's strengths as well as areas they find more difficult and ways that they can and will be supported;



**Individual Educational Plan** (reviewed at least 3 times per year) which shows your child's targets and the support and programmes being put in place by the school in order to help them achieve these.

These documents are written with the parents and the pupil and copies are provided following each review.

### **13. How will I know how well my child is progressing?**

We will meet with you at least 3 times per year. The class teacher and you will meet together to discuss how your child has been progressing with their targets as well as their academic progress in relation to their peers.

Additionally, the school operates an "open door policy" and welcomes the opportunity to meet with you to discuss your child's progress at any stage. Where there are particular concerns, the school may suggest either a regular programme of review meetings, for example weekly, or alternatively a homeschool book to allow for daily dialogue. In the majority of cases the main point of contact will be the class teacher, however for a small number of children with more significant needs, special arrangements may be put in place for more regular contact with a Teaching Assistant.

### **14. How does the school know how well my child is doing?**

The school has a number of different ways of measuring the child's progress depending on both their age and their stage of development:



All children have their progress measured every day using “Assessment for Learning” strategies by the class teacher. This means the teacher is constantly making sure that the child is understanding what they are doing well and what they need to do next in order to improve;



Children in the Foundation Stage have their progress measured against age related expectations and Early Learning Goals laid out in the Early Years Profile;



Children in KS1 and KS2 usually have their attainment and progress measured against age related expectations;



Progress against a child’s individual targets (as outlined in their Individual Education Plan/Profile);



Some children may require more specific assessments to be made related to their needs. Where this occurs, re-testing at a future date can also be used to measure progress. Progress of all children in the school is regularly monitored by the Headteacher to ensure that children are not falling behind.

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

Open communication between the school and you is the key. If your child has additional needs which require special access arrangements, the school would always want to meet with you at the planning stages of the trip in order to ensure maximum access for your child. Should an additional adult be required to support with these arrangements this can be arranged by the school. All after-school clubs are open to any child within the target age range who wishes to take part and additional needs should be no barrier to this. Please speak to your child’s class teacher if you have a concern about this.

## 16. How accessible is the school environment?

Claypole Church of England Primary School has a long-standing tradition of working effectively with parents to support children in accessing the school environment. For children with mobility needs, all classrooms are on the same level and we have a toilet for the disabled in the centre of the school. The school has access to advisers who can offer support with a range of communication and mobility needs including technical support and guidance. We also have voice-activated software for pupil work.

### Breakfast Club:

Parents/Carers are able to access school before and after normal school times. The clubs provide excellent care of all pupils. There are flexible session times for the convenience of parents. Prior booking is needed if you require set times and days because of the high demand. As the manager of Breakfast Club is part of our School Team she if available to discuss any personalised arrangements that may be needed. The Club has access to all the school building and so is able to use all disabled facilities.

Further information about Breakfast Club and their inclusion of SEND children please contact: Mrs Mary Ebert  
Telephone: 01636 626 268  
Email: mebert@claypoleprimary.org

### Clubs:

There are a variety of extra-curricular clubs provided by both teachers and outside supporters. The club times, cost and availability are on the school website. All clubs aim to be inclusive to all children of the school. If there are any questions about the accessibility of the club to your child, please contact the main office at school.

## **17. How will the school prepare and support my child to join the school?**

### **Joining the school**

#### Arrangements for applications in the normal year of intake (Reception Class in this school)

These will be made in accordance with Lincolnshire County Council's (LCC.) co-ordinated admission arrangements. Lincolnshire residents can apply:

- on line: [www.lincolnshire.gov.uk/schooladmissions](http://www.lincolnshire.gov.uk/schooladmissions)
- by telephone
- by requesting a paper application

Residents in other areas must apply through their home local authority. The LCC timetable published online will be adhered to for these applications and the Local Authority will make the offers of places on our behalf as per the School Admissions Code. In accordance with legislation the allocation of places for children with the following will take place first; Statement of Special Educational Needs (Education Act 1996) or Education, Health and Care Plan (Children and Families Act 2014) where the school is named. The school will then allocate remaining places in accordance with the admission policy.

#### Midyear Admissions

The governors will accept admissions into other year groups unless this would cause an infant class to be unlawfully large or prejudice to the provision of efficient education or the efficient use of resources. If there are more applications than places then the oversubscription criteria will be used to decide who should be offered the place. If there are no places then you will be told of the independent appeal system. Parents can apply online at [www.lincolnshire.gov.uk/schooladmissions](http://www.lincolnshire.gov.uk/schooladmissions)

Please see the 'Admissions Policy' for further information

We encourage all new children and their parents to visit our school prior to starting. This gives children the chance to meet other children in their class, become familiar with the classroom environment and be shown around the school.

### **Transition to a new school**

When children are preparing to leave us for a new school, typically to go to secondary education, we support/ arrange transition visits.

Transition to a new school for children with SEND will always be carefully planned and transition plans will be put in place. This may include

- additional transition visits
- meetings with SEND staff from transition schools
- transfer of relevant SEND documents to transition schools
- transition books with bespoke information to support the transition for individual pupils
- transition sessions to explore the changes a new school will mean eg following a timetable, reading building maps, learning names of key staff etc

### **Transition within school**

Transition to a new class for children with SEND will always be carefully planned and transition plans will be put in place. This may include:

- transition meetings between teachers and support staff
- transition books with bespoke information to support the transition for individual pupils
- transfer of SEND Profiles, EHC Plans or medical care plans to the next teacher

For more information about transition or if you have concerns about transition for your child please see the school SEND Leader.

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

During Y5 and Y6, there will be opportunities for your child to visit local secondary schools in order to make an informed choice about which school suits their needs the best. For children with Additional Needs it is good to take opportunities early in Y5 to begin this process as you may need longer to consider the choices. It is a good idea to visit schools more than once as you may think of different questions on a second visit. All schools offer open evening events for parents, which give an ideal opportunity for you to discuss your child with the SEND Lead. Claypole Church of England Primary School is also happy to offer advice in terms of who to speak to and key questions to ask: speak to your child's class teacher in the first instance. You can find information about each school's own 'Local Offer' on their school website.

Once your decision is made, all children have a number of opportunities to visit the receiving school prior to the end of Y6. Additionally, children who are on the SEN register can have further visits arranged focusing on areas of anxiety or on how the secondary school can support their needs. Claypole Church of England Primary School has an excellent relationship with all the local secondary schools, passing on crucial information to the SENCO and Primary Liaison Teacher. It is common practice for the SENCO to be invited to the final review meeting of Y6.

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

We believe that parents should be very much part of the process of supporting your child. Whenever Support Plans are put in place for a child, there will be an opportunity to discuss what support you can offer and advice of how to help your child achieve their targets. The class teacher may set additional or different homework for your child as part of the IEP. It is good to read regularly with and to your child. If there are any specific games for helping with targets these can be given out to be done at home. If possible take opportunities to attend parent workshops about the curriculum. You can also share your talents, knowledge and enthusiasm. If your child is celebrating an event or some success the school encourages parents to join with us in this.

If at any time you would like further guidance, please do not hesitate to pop in after school to see your child's class teacher, or call to make an appointment.

## 20. How can I access support for myself and my family? Parent Partnership

This is a group that provide support for parents whose children have special educational needs. They can provide a whole range of advice both on the phone and in the form of leaflets. Their contact details are:

<https://www.lincolnshireparentpartnership.org.uk/>

Lincolnshire Parent Carer Forum (LPCF)

<https://www.lincolnshire.gov.uk/views-feedback/lincolnshire-parent-carer-forum>

Liaise SEND Information, Advice and Support in Lincolnshire can be contacted through the Family Information Service (FIS). The FIS Freephone number is **0800 195 1635** and is available 8am-6pm.

Alternatively you can email them at

[Liaise@lincolnshire.gov.uk](mailto:Liaise@lincolnshire.gov.uk)

### County Council Local Offer

Lincolnshire County Council also produces a Local Offer which gives information regarding SEN provision around the county. <https://www.lincolnshire.gov.uk/send-local-offer>

### PAACT (Autism Support)

Support group for parents/carers of children on the Autistic spectrum.

<https://www.paactfamily.com/contact/>

PAACT Office, Hillcroft House,  
Hillcroft Business Park,  
Whisby Road, Lincoln, LN6 3QT.

Telephone: 07840 569 368

Email: [paactfamily@gmail.com](mailto:paactfamily@gmail.com)

### Lincolnshire ADHD Support Group

<https://adhdlincs.org/>

Email: [info@adhdlincs.org](mailto:info@adhdlincs.org)

This organization is made up of parents/carers of children with ADHD and other associated disorders. They can provide information, resources and networking opportunities to parents of children with Attention Deficit/Hyperactivity Disorder (AD/HD).

## 21. Who can I contact for further information?

It is very important that parents and the school work together, so if you have any concerns, please make an appointment to speak to your **child's class teacher**, just as he/she will contact you for an appointment if he/she has any worries.

If you have any further questions you can also talk to the Headteacher or the SEND Leader.

## **Additional Needs Services**

This is part of the Local Educational Authority and can provide advice about services in the county. They have a dedicated website which provides advice and support with access to any of the services available in and around Lincolnshire – <https://www.lincolnshireparentpartnership.org.uk/>

## **APPENDIX 1: Examples of support**

### **Some examples of support for pupils with Cognition and Learning needs**

- Systematic phonics programs
- The reading schemes which are phonetically decodable or dyslexic friendly
- Key topic vocabulary displayed and word bank cards available
- Maths vocabulary and visual resources e.g. hundreds squares, number lines displayed and/or available
- Letter formation and letter joins are practiced daily in a range of ways
- Classrooms have set places for materials and storage places are labelled with pictures/words
- Seating is organised so that pupils identified with cognition and learning difficulties face the teacher or key resources displayed
- Children are given structures for organising their written work e.g. boxes, writing frames, storyboards
- Precision teaching of key skills
- Pre-learning and overlearning to introduce and reinforce key learning

### **Some examples of support for pupils with communication and interaction needs**

- Instructions in lessons are presented in steps
- Language structures are explicitly modelled
- Listening and attention skills are explicitly taught
- Rich language and vocabulary is modelled and 'new word' banks are built up
- Visual images are used to support instructions
- Mind maps and story planners are used to help children formulate their ideas
- Social skills and language groups help children practice skills in a supporting environment
- Speech and language plans are practiced and reinforced to support the work of the Speech therapist

### **Some examples of support for pupils with physical and sensory needs**

- Letter formation and letter joins are practiced daily in a range of ways
- A consistent handwriting style is used throughout the school and modelled by all staff working with the children
- Children are supported in the foundation stage with developing a correct, comfortable pencil grip
- Large motor movements, fine motor skills and pattern making are practiced in the Foundation stage in preparation for learning to write
- Specific exercise programs are implemented to support the work of physiotherapists.
- Children are provided with opportunities to move when needed eg use of fiddle toys and physical activity breaks in-between key learning times

### **Some examples of support for pupils with social, emotional and mental health needs**

- All staff in school work hard to develop and build up positive relationships with children.
- Teaching assistants are deployed to match skills and expertise with needs of pupils
- Trained staff in mental first aid
- Sessions support children in specific aspects of social and emotional skills
- Social stories bespoke to individual children support overcoming difficulties and prepare them for changes they are likely to face
- Classrooms use visual timetables and interactive feelings displays
- The school works closely with the Working Together Team, Pupil Referral Team and Behaviour Outreach Service and implement recommendations to support needs identified.
- A range of inclusive extra-curricular clubs are offered to all children throughout the year.

**Developing Independence** - It is important that children do not become over-reliant on the help which is given and there will always need to be opportunities for children to work independently to use and apply skills they have been developing.

### **Appendix 2: What is an EHCP?**

In some cases pupils have more complex needs and despite the school putting in place various different universal and targeted support strategies there is not enough progress made over time. The school will collect evidence and request an assessment from the Local Education authority for Education, Health, Care Plan (EHCP). This plan is a legal document reviewed annually.

Reviewed on 10<sup>th</sup> April 2026

Reviewed annually or as required when agencies information is amended

Governors Review date