

Claypole Church of England Primary School

Special Educational Needs and Disabilities Information



Our Vision

We aim to be an inclusive, caring school where we give everyone the time and support needed to challenge and guide one another - to open minds and widen horizons – to work together towards the flourishing of all members of our school community so that everyone can fulfil their potential.

“If you believe, you will receive, whatever you ask for in prayer.” Matthew 21:22

Roles and Responsibilities of the Special Educational Needs and Disabilities (SEND) Leader

- ✓ Our Special Educational Needs Leader (SEND Leader), is responsible for the operation of the Special Educational Needs and Disabilities Policy and co-ordination of specific provision made to support individual children with SEND.
- ✓ The SEND Leader for Claypole Church of England Primary School is Mrs Silby during the absence of Miss Kurvink.
- ✓ The Governor with responsibility SEND is Sarah Fisher.
- ✓ The SEND Leader has responsibility to liaise with staff to monitor pupil's progress and plan support and/or interventions where progress is slower than expected.
- ✓ The school regularly has contact with a wide range of external agencies that are able to give more specialised advice.

What is the Local Offer? The Local Offer was first introduced in the Green Paper (March 2011) as “a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child.”

Claypole Church of England School's Local Offer:

Our values and ethos are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Our Mission Statement

To create a caring school within a Christian context, where all children are challenged to make the progress of which they are able, whilst promoting a love of learning that will continue to motivate throughout life.

Our School Aims

1. To provide a broad and balanced curriculum, set within the requirements of the National Curriculum.
2. To develop positive attitudes and patterns of behaviour within the context of Christianity and other world religions.
3. To continue to raise standards by providing teaching of high quality, enabling children to achieve their full potential.
4. To provide children with a variety of high-quality opportunities additional and complimentary to the curriculum.
5. To enhance the facilities and learning environment of the school within planned budgetary constraints.
6. To promote the professional development and management opportunities for all staff.
7. To maintain an active and positive role within the local and wider community.

Our local offer outlines the nature and management of Special Educational Needs and Disabilities at Claypole Church of England Primary School and reflects the consensus of opinion of the whole teaching staff. It has been discussed by staff and approved by the Governing Body. The implementation of this offer is the responsibility of the Head Teacher and all teaching and classroom support staff.

What is SEN?

Special Educational Needs provision falls under four broad areas according to the SEN Code of Practice 2014:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Objectives to support SEND children in Claypole Church of England Primary School

- ✦ The objective of the policy for our school is to improve the learning and raise the achievement of pupils with special educational needs.
- ✦ The school seeks to develop an inclusive curriculum by:
 - Setting suitable learning challenges for all pupils
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- ✦ Every pupil is seen as having individual needs, and the school strives to ensure that everyone feels equally valued within the school community.

How do I know if my child has SEN/SEND?

"A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions." (SEN Code of Practice 2014)
- "Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition." (SEN Code of Practice 2014)

Specific Questions

Here we hope to offer parents/carers a guide to what information and support they can access in our school however if you fail to find what you are looking for please do not hesitate to contact school for further information and advice.

How are the school's resources allocated and matched to children's special educational needs? ✦

The SEND budget is allocated each year. The money is used to provide additional support or resources dependant on an individual child's needs.

- ✦ Additional provision may be allocated after discussion with the class teacher at Pupil Progress Meetings or if a concern has been raised at another time during the year.

What should I do if I think my child may have special education needs?

- ✦ The class teacher is the initial point of contact for responding with parental concerns. If you have any further concerns, then please contact the school's SEND Leader.
- ✦ Triggers for SEND concerns vary according to age and maturity but may include:
 - Lack of progress in acquiring literacy or numeracy skills
 - Poor short term memory
 - Difficulties with following instructions, or sequencing events or tasks

- Poor listening and attention skills
- Short concentration and high level of distractibility
- Poor gross or fine motor control
- Clumsiness/lack of co-ordination
- Visual or hearing problems
- Speech and language difficulties
- Communication problems
- Delayed physical development
- Toileting problems
- Obsessive behaviour/nervous tics/habits
- Child protection issues
- Family problems – family break ups, bereavement

How will the school respond to my concern?

- ✦ The school will listen to the parent/carer's concerns and, if necessary, arrange a longer meeting with the SEND Leader. Time will be taken to look into these concerns and, if necessary, informal or formal assessments may be carried out and next steps planned.

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

- ✦ The school takes each child's case individually. It reviews where the child is at related to age expectations and whether the child needs additional in class support or if specific interventions are necessary: If the school identifies a child as having a 'significantly greater difficulty in learning than the majority of others', parents are consulted and further assessments might be undertaken to help with the decision-making process. The SEND Leader and Head teacher will determine the nature and timescale of the support given in consultation with the parent and child.

How is the decision made about how much support my child will receive?

- ✦ Decisions are made based upon on-going teacher assessments, termly tracking of pupil progress and may also be as a result of assessment by outside agencies. These decisions are made in consultation with the class teacher, SEND Leader, parent and Head teacher and are decided on an 'assess, plan, do, review' basis.
- ✦ Throughout the year, if further concerns are identified due to a child's lack of progress or well-being then other interventions will be arranged.

What will Claypole Church of England School do to support my child?

- ✦ The class teacher is responsible for identifying pupils who require extra support in class, raising initial concerns with parents and colleagues and consulting the SEND Leader for advice and support (this is also part of the monitoring role of subject leaders). The class teacher will also differentiate activities for all pupils, including more or less able children, and write and monitor education, create plans that detail precise targets for improvement in progress.
- ✦ The class teacher will ensure that interventions suit the needs of their pupils by regularly reviewing progress.
- ✦ Support may include additional general support by the class teacher or teaching assistant in class.
- ✦ If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, maths, literacy skills etc. then a pupil might be placed in a small focus group. This will be run by the class teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term.
- ✦ The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the SEND Leader's provision map. If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SEND Leader.
- ✦ If a child has worked on a specific intervention with the class teacher and still not made the expected progress, further support might be given on an individual basis by a learning support assistant or the SEND Leader might choose to get in touch with an outside agency. The child will then be monitored through the SEND register as 'SEND Support' with an assess, plan, do, review

cycle of intervention support. Any referrals to outside agencies or further support will only be made with parental/carer consent.

- ✦ Diagnostic tools may be used to help determine strengths and weakness with a child's learning. These are in the form of computer software packages. The assessment can then be used to inform teaching strategies and plan next steps with the child, parent and teacher.
- ✦ If a child should need further support or fails to make expected progress despite specific monitored interventions referral for advice from health and social care may be undertaken. As a result of input from outside agencies targets will be drawn up on an IEP and targeted interventions and/or support will be put in place. The child may then become subject to an Education, Health Care Plan where specific funding will be allocated to the child to support learning which is additional to that normally provided for children of that age: "This is likely to be where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to mainstream early years providers, schools and post 16 institutions." (SEN CoP 2014)

Who will support my child in school?

- ✦ In addition to the class teacher we have a number of highly skilled, qualified teaching assistants who are able to offer support in different areas. Time will be dedicated to deciding who can support your child the best, according to their individual needs.

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

- Staff have received training in various areas related to SEND and are able to offer a wide spectrum of interventions. These have included sessions and/or qualifications on:
 - How to support pupils with speech and language difficulties.
 - Autism
 - Bereavement and Loss
 - Counselling and Mentoring
 - Diabetes
 - Dyslexia
 - Dyscalculia
 - Epilepsy
 - Epipen administration
 - Strategies to support literacy and numeracy

Who else might be involved in the process and be able to contribute their views?

- ✦ At times it may be necessary to consult with outside agencies to receive more specialised expertise.
- ✦ The agencies currently used by the school include:
 - Educational Psychologist
 - CAMHS (Child & Adolescent Mental Health Service)
 - Social Services
 - Speech and Language Therapist
 - Specialist Teaching Service

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is generally planning during review meetings. These meetings are held between the Educational Psychologist and the school's SEND Leader. Once a child has been involved with the Educational Psychologist, they will hold meetings with the parents/carers, class teacher, SEND Leader, one to one and any other professionals with whom the child works with. The aim of these meetings is to gain an understanding of, and try to resolve, a child's difficulties. Once the Educational Psychologist has met the child, they feedback during another meeting and offer advice to the school and parents/carers on how best to support the pupil in order to take their learning forward.

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

- ✦ The school offers some pastoral support for pupils who are encountering social and emotional difficulties through the use of a Learning Mentor. She is trained to use a variety of strategies to support children and can offer programmes of interventions on a one to one or small group basis. All members of staff are readily available for pupils who wish to discuss issues and concerns.
- ✦ The school can arrange referral to Child and Adolescent Mental Health Services if parents are in agreement.

What if my child has medical needs?

- ✦ If a pupil has a medical need, then the medical professional in consultation with the parents/carers compiles a detailed Care Plan. These are discussed with all staff who are involved with the pupil.
- ✦ Staff will receive relevant training when needed, delivered by the school nurse team or other suitable qualified professional.
- ✦ School is able to liaise with the Sensory Support Service to ensure children have access to specialist equipment if needed.
- ✦ All staff have basic first aid training. EYFS staff are paediatric first aid trained too.
- ✦ Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.

How will my child be involved in the process and be able to contribute their views?

- ✦ Each term when your child's plan is reviewed, there will be opportunities for your child to feedback their thoughts on how the intervention is working and what they think they have achieved or still find difficult. This is in addition to feedback from parents and teachers.
- ✦ Between these termly review dates, your child is encouraged to reflect on their learning with their key learning support assistant. Any issues arising will be reported back to their class teacher, and if necessary, the SEND Leader.
- ✦ The SEND Leader periodically carries out surveys of the children's views about their progress, happiness and provision.

Feedback from all of the above is used to help inform school improvements and specifically influences the type and quality of provision for the future.

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

- ✦ Depending on your child's needs, the curriculum will be altered accordingly. The first intervention strategy will be through differentiated small group teaching run by the class teacher or teaching assistant. Use of different strategies to support the child further may include use of: IT, use of practical equipment, use of specialist equipment, focused group or individual targets.
- ✦ If your child is still not making the expected progress, the SEND Leader and/or learning support assistant will devise a specific programme of support which will be tailored to your child's individual needs. The SEND Leader and Head teacher will determine when your child will access this support weekly and for how long it will continue.

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

- ✦ All parents will be encouraged to contribute to their child's education. This may be through:
- ✦ Discussions with the class teacher and/or SEND Leader
- ✦ During parent evenings
- ✦ Through scheduled meetings with the SEND Leader and other professionals
- ✦ Providing feedback during IEP review times with possible suggestions incorporated

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

- ✚ Termly pupil progress assessment meetings are held involving the class teacher, Head teacher and SEND Leader. Children's progress is monitored and judged against both age-related expectations and individual progress markers.
- ✚ Children in EYFS are observed and assessed against the Early Learning Goals. At the end of the academic year these areas are teacher assessed to judge whether children are emerging towards the early learning Goal at the expected level or are exceeding.
- ✚ If a child is in Year 1 or above and has not reached level 1, an assessment called PIVATS is used to ensure that children are still making good progress.
- ✚ Children in Years 1 through to 6 also undertake a spelling and reading test at the beginning and end of the year as well as assessments in reading, writing, maths and science four times a year.
- ✚ In Year 1, children are assessed on their phonetic and reading skills through a standardised phonics check.
- ✚ Years 2 and 6 undertake standardised assessments at the end of the academic year.
- ✚ In each lesson, the class teacher continually assesses pupils for learning and this is used to inform future lesson planning, target areas of learning and address any progress concerns.

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

- ✚ Activities and school trips are available to all.
- ✚ Risk assessments are carried out and procedures are put in place to enable all children to participate.
- ✚ If deemed necessary, a meeting may be conducted involving parents/carers to discuss the nature of the trip and how a child with SEND will access it. If difficulties are anticipated, a member of staff will be available to support your child.
- ✚ School does have a breakfast and after school club who provide before and after school care and these are available to all children.

How accessible is the school environment?

All areas of the school are accessible to all children, regardless of learning or physical difficulties. The school ethos promotes inclusion and embraces diversity. As a school we are happy to discuss individual requirements.

How will the school prepare and support my child when joining Claypole Church of England Primary School or transferring to a new school?

- ✚ Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:
- ✚ Discussion between the previous or receiving schools prior to the pupil joining/leaving.
- ✚ Pupils to attend transition sessions where they spend some time with their new class or teacher.
- ✚ Additional visits can also be arranged for pupils who need extra time in their new school.
- ✚ We are always willing to meet parents/carers prior to their child joining the child.
- ✚ Secondary school staff visit pupils prior to them joining their new school.
- ✚ Our SEND Leader liaises with the SEND Leaders from the secondary schools to pass on information regarding SEND pupils and discuss transition needs and requirements for future provision.
- ✚ Where a pupil may have more specialised needs, a separate meeting may be arranged between our SEND Leader, the school SEND Leader, the secondary school SEND Leader, the parents/carers and, where appropriate, the pupil.

How can I be involved in supporting my child at home?

- ✚ Your child's class teacher will be happy to advice on ways to support your child with their learning at home in relation to their targets.

- ✦ The school subscribes to 'Education City' which is a safe website packed full of educational activities that will help children to improve their learning. Class teachers often set homework tasks on the site and children are encouraged to access the learning at a level that they feels challenges them and gives them success.
- ✦ For children who are below their expected age for reading, parents might like to try using the paired reading method. Please ask the SEND Leader for advice with this.

How can I access support for myself and my family?

- ✦ You can view the 'Early Help and the Local Authority' website by entering the web address: www.lincolnshire.gov.uk/fsd
- ✦ Alternatively you can arrange a meeting with the SEND Leader (who can access some additional family support or contact The Grantham Family Centre: (01476) 563984 or The Grantham Health Clinic: (01476) 590 805.

Who can I contact for further information?

- ✦ If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the SEND Leader
- ✦ For information about what Lincolnshire County Council can offer: www.lincolnshire.gov.uk ✦ For information about what Nottingham County Council can offer: <https://www.nottinghamshire.gov.uk/>
- ✦ Lincolnshire Parent Carer Forum: www.lincspcf.org.uk
- ✦ Nottinghamshire Parent Carer Forum: <https://nottspcf.org/>
- ✦ Child and Adolescent mental health services: <https://www.lpft.nhs.uk/young-people>
- ✦ Relate counselling services: <https://lincolnshire.connecttosupport.org/search/information-and-advice/?id=4d4034cd-bd04-4e90-a9d7-af5b00f66f75>
- ✦ Lincolnshire Centre for Grief and Loss: www.lcgl.org.uk
- ✦ Children's Bereavement Centre: <http://www.childrensbereavementcentre.co.uk/>
- ✦ Lincolnshire Community Health Services: www.lincolnshirecommunityhealthservices.nhs.uk
- ✦ Nottinghamshire Community Health Services: <https://www.nottinghamshirehealthcare.nhs.uk/>

This policy is reviewed annually and revised as necessary

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