Leasingham St. Andrew's Church of England Primary School

SEND Information Report (School Offer)

School Vision

'Everything you do, do in love'

At St Andrew's, we seek to be a safe and happy environment, inspiring our school family to be positive participants in the world community. A place where we are all encouraged, through love and service, to be the very best.

John 13:34 'Love one another, as I have loved you'

1. What should I do if I think my child has special educational needs or disabilities (SEND)?

1. Contact your child's class teacher. Teachers are always happy to discuss concerns.

2. Together you will decide on a plan of action. A follow up meeting will be agreed.

3. The Special Educational Needs Co-ordinator (SENDCo) will be informed and concerns will be monitored and interventions carried out.

4. After the actions have been implemented and reviewed, it may be the next step to add your child to the Register for Special Educational Needs and Disabilities. Targets will be put together that will form part of the Assess, Plan, Do, Review (APDR) cycle. Advice from an outside agency may be requested.

Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) is:

Mrs N Miller

She can be contacted via telephone (01529 302388) or email (SEN@st-andrews.lincs.sch.uk)

2. How will school respond to my concern?

1. Initial concerns may be discussed at parent consultations.

2. A further meeting may take place with or without the SENDCo, dependent on the need of the child.

3. Assessments or observations may be requested by external agencies to support with setting suitable targets.

4. A learning plan will be put together, including specific targets.

5. The plan will be shared with the pupil, parents and supporting adults.

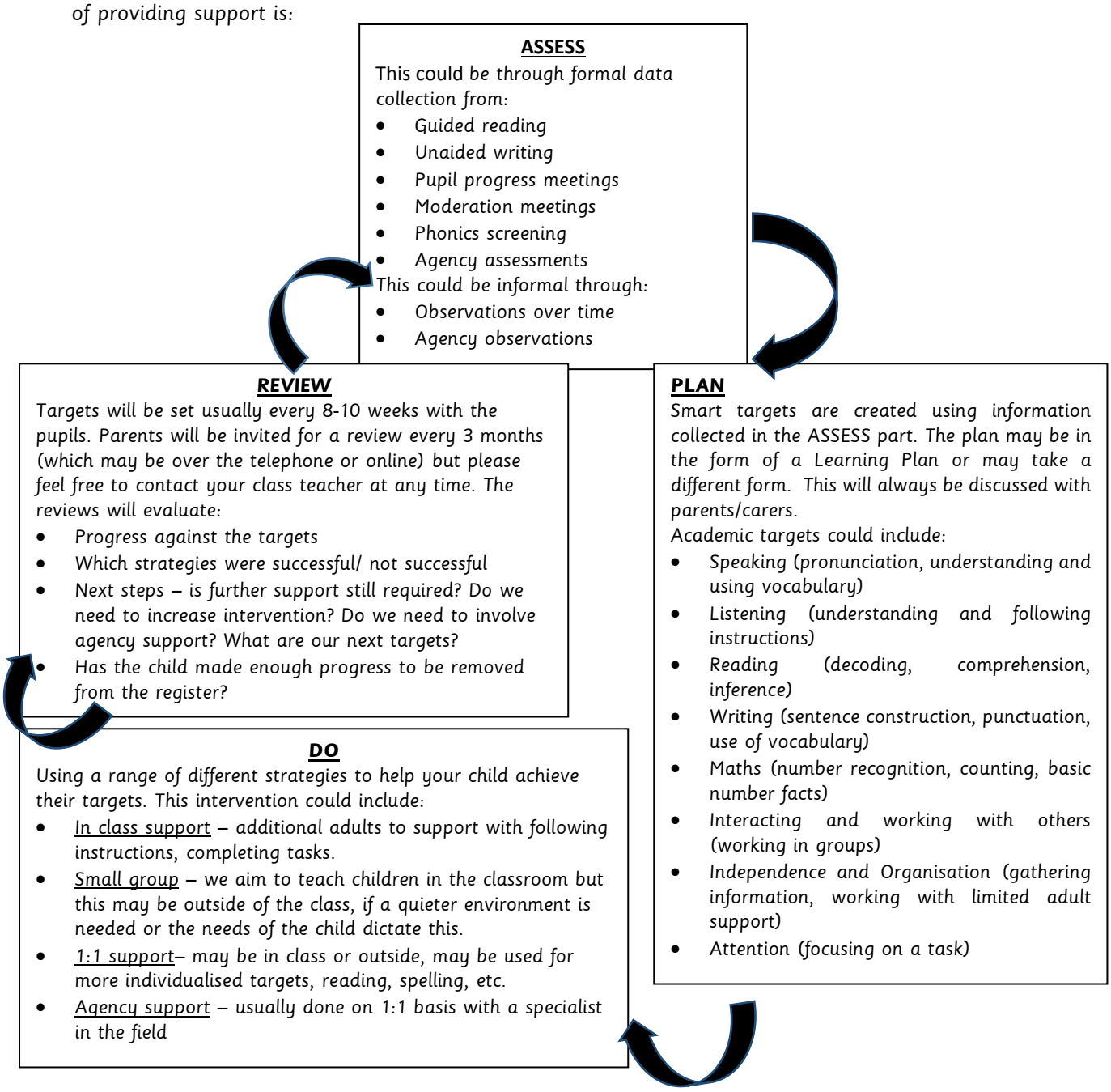
6. The targets will be reviewed with pupils (every 6 weeks) and parents every 3 months (or more often, if necessary)

Decisions would be made based on both formal and informal methods including:

- Adult observations over a period of time (eg by class teacher, SENDCo, teaching assistants, midday supervisor)
- Monitoring data (collected and analysed every term)
- Pupil discussions – do they find something challenging? This could be academic; communication; social, emotional or behavioural; physical.
- Parent discussions (as detailed above)
- Advice from outside agencies (where appropriate)

3. What will the school do to support my child?

Ultimately, your child's targets will be set and their progress monitored by the class teacher; however, they may receive support from Teaching Assistants, SENDCo, Pastoral Lead, other teachers or agency support workers (see below for more details) if the need is sufficient enough. The process of providing support is:



The intervention is managed and monitored by the class teachers and SENDCo and through the 'Provision Map' for each year group. This includes:

- The different intervention groups for learning; personal, social and emotional development and physical development (including fine motor skills) for each year (which will vary dependent on the needs of the children)
- Agency support

- Who is responsible for delivering the intervention
- When and how often the intervention will take place
- Resources required for the intervention
- Data to track the effectiveness of the intervention

These will be updated every term (Autumn, Spring, Summer).

Above and beyond 1:1 support on individual targets (e.g. reading and spelling keywords, number recognition, basic number facts, sentence punctuation), we offer a range of structured intervention targets, including:

Cognition and Learning	Language and Communication	Personal, social and mental health	Physical need
Dyslexia assessments *(reading, spelling and handwriting)* **Wellcomm Language Programme: Big book of ideas support** **Receptive and expressive Vocabulary interventions** **Third Spaced Learning** **Word Wasp** **Colourful Semantics** **Precision Teaching** **Spaced Learning activities** **Plus 1/Power of 2** ***IDL Literacy*** ***IDL Numeracy***	**Talk time** *(encouraging the use of vocabulary)* **First Call** *resource* **Wellcomm** Language Programme **Speech Therapy Programmes** (with a speech therapy assistant or a Teaching Assistant in school) **Lego Therapy** ***Intensive Interaction*** ***Identiplay***	**Nurture groups** *(using circle time, stories and games to promote positive interactions and managing feelings)* **Pastoral Lead** individual and small group work **Social Stories** **Lego Therapy** **ELSA** **Time to Talk** **Socially speaking** **Zones of Regulation** **Completing Signs of Safety 3 houses as and when needed** **Feelings Detectives**	**Motor skills *First Move*** *Resource (scissor skills, strengthening exercises, handwriting)* **Sensory Circuits** **Teodorescu** **Write From the Start** (Handwriting programme) **Physiotherapy** (programmes set by Physios or children's **Occupational therapist** **South Warwickshire Programme for support**

4). Who will support my child in school?

Many people may be involved in providing support for your child. These may include:

Who?	How and Why?
Class Teachers	The classteacher is the first person that you should make contact with if you have any worries or concerns about your child. They set targets based on your child's needs and will be ultimately responsible for ensuring the intervention is provided and its effectiveness monitored (impact)
SENDCo	Can support with effective target setting Monitors the effectiveness of intervention groups through the use of provision maps for each year group May complete referrals to agency support, including writing letters of your child's need to GPs

	Will lead review meetings and complete relevant paperwork To provide report to Governors on impact of provision Ensure register is up-to-date Organise training to support CPD of staff
Headteacher	Oversee the provision for all SEND pupils and line manage the work of the SENDCo.
Assistant Headteacher (Assessment Leader)	Coordinate assessment of all pupils including those with SEND to ensure that provision matches needs and progress is being made in line with targets set.
Teaching Assistants (in class)	Day to day support within the classroom within class tasks (maybe 1:1 or in a small group) May provide additional intervention, e.g. handwriting, additional reading, scribing in writing, basic maths practise) Directed by the teacher to support the targets set
Midday supervisors	May provide support for monitoring and supporting personal, social and emotional needs of your child through playground games, initiating play, monitoring progress in a specific area (e.g. forming friendship groups) Directed by the teachers to support the targets set
Business Manager	Will add your child's special education need to the central record directed by the SENDCo
Additional support	See section 7 for detailed list May complete assessments or observations to support with further details regarding your child's need Will support with target setting Will be involved in the review process and deciding next steps (with parents)
SEND Governor	Overseeing the provision for SEND Reporting to the main Governing body
Pastoral Lead and Emotional Literacy Support Assistant	Supporting children and families Support for ELSA comprises of individual, small group and parental support for social, emotional and mental health differences that are impacting on children's learning and well-being.

What qualifications do staff have for SEND Support :

Staff	**Qualifications**
SENDCo	Currently holds the National Award for SEN Co-ordination
Teachers	All teaching staff have Qualified Teacher Status and have undertaken regular SEND training in school. This is delivered by the SENDCo or outside agencies.
Teaching Assistants (TAs)	Our teaching assistants hold a range of qualifications, including foundation degrees and first degrees. We have an experienced team of teaching assistants, all of which attend regular SEND training, either in-house or through outside agencies (e.g. precision teaching, Tier 1 Autism Awareness and Dyslexia Awareness).
Midday Supervisors and Admin Staff	Our Midday Supervisors have all received safeguarding training and updated Level 1 Autism Awareness training

5). What specific training and experience do staff have for the additional support of my child's needs?

All staff have received training for:

- Safeguarding – annually updated
- Understanding and managing behaviour
- Prevent Duty training
- Medical needs training including Epilepsy and Anaphylaxis awareness

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

We are fortunate to be able to access a range of external agencies to support your child if needed:

Name	Agency	Time in school	Support available
Gemma Slack	Educational Psychologist	Hours purchased on block	To support and advise SENCo, teachers and parents. To carry out observations and Sensory Assessments.
Assistant Educational Psychologist	Lincolnshire Psychology Service	When advised	CBT Identiplay Intensive interaction Emotional based therapies Zones of regulation Lego therapy and Sensory circuits support
Janet Thacker	Specialist Teaching Service	To carry out assessments by arrangement. Hours are purchased annually.	Assessment for learning difficulties (including the identification of dyslexia) Direct teaching Observations to support with learning behaviour Target setting Training of staff
Various SAL therapists	Speech and Language Therapy	When referral is accepted	Referrals made by school or parents. Assessments of speech difficulties and language acquisition – advice given. Direct teaching for a block of therapy for language disorder
Ellie Newton	Working Together Team (Social Communication)	Ladder of support and Learning Walks	Observations to support children with social, communication difficulties including those with Autism Target setting
Alice Jenkins	Mental Health Support Team	To support induvial children or whole school	Referrals for Individual children Whole school Assembly Workshops with classes in KS2
SESS	Hearing Impaired	Termly to support specific children after referral	Observations to support children with hearing impairments Target setting
SESS	Visual Impairment	Termly to support specific children After referral	Observations to support children with visual impairments Target setting
Physiotherapist	Physiotherapy service	Termly to support specific children	Assess fine motor and gross motor control. They may advise on a programme to be

		After referral from paediatrician	used in school in order to develop motor control
Marianne Bell	Behavioural Outreach Support Service	When referral is accepted	Observations, advice and guidance Training
Occupational therapist	Occupational therapy service	Termly to support specific children after referral from paediatrician	Give advice on equipment, adaptations and activities to support the learning/social development of children
Paediatricians	The Paediatric Community Service	-	To offer diagnosis for children with a medical condition following referral
Doctors and support workers	Child and Adolescent Mental Health Service (CAMHS)	Following referral	Based in community locations, help with a range of complex mental and emotional health issues including anxiety, depression, trauma, eating disorders and self-harm.
John Gowans	Specialist Nurse trainer for children with disabilities	As required	Advising schools on procedures Training staff on writing health care plans

We can also support parents in referring to:

- Family Action workers (to support with issues impacting on your child and the family)
- Education Welfare Service
- Early Help Assessment for TAC
- Relate
- Mental Health Support Team

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

- All staff build up strong relationships with children to support their emotional needs.
- Year 6 playleaders have been trained in initiating games on the playground, to encourage interaction and communication amongst all children.
- Year 6 children act as 'buddies' for our new Reception children, supporting at lunchtime and also through reading activities.
- The school's pastoral lead provides tailored, bespoke support to children across school with a variety of emotional needs. This support is reviewed and adjusted at the end of each term.
- All child protection issues will be reported to the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead, in line with the school's Child Protection and Safeguarding Policy.
- We have a clear behaviour policy and Anti-bullying policy which are adhered to by all staff (please visit the school website for a copy).
- The school follow the Jigsaw Scheme of Work for PSHE/RSE, which provides strong personal, social and emotional development opportunities for all children.

Emotional Well-Being and Pastoral Support

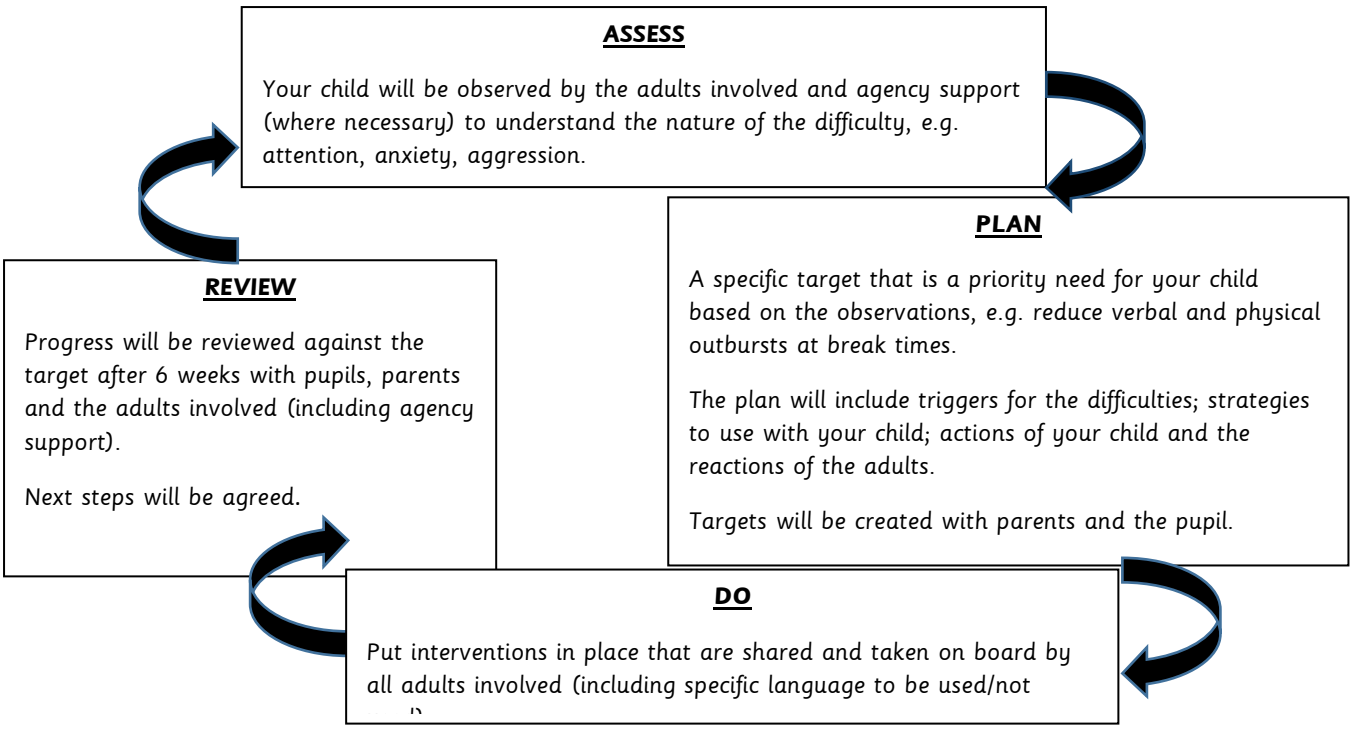
- If you have concerns about your child's social and emotional needs and the impact this is having on your child's progress and development at school, please contact our Pastoral Lead, via enquiries@st-andrews.lincs.sch.uk.
- Class teachers may refer a child to the Pastoral Support Leader if there is a concern in school as to their social or emotional well-being.
- The SENDCo will support children daily/weekly as required as part of the school's SEND provision
- The Business Manager and Pastoral Lead are both Mental Health First Aiders, available to support staff in school.

Medical needs

- If your child has specific medical needs then please contact either your class teacher or the SENDCo so appropriate plans can be put into action.
- If needed, a 'healthcare plan' can be written to inform all staff of the specifics of the condition and what should be done to support the needs of the child.
- If your child requires ongoing medication, please contact the school office and complete a medicine administration form. All medicines will be stored in a secure place.

Support for behaviour (including attendance and exclusion):

If your child has specific difficulties regarding behaviour they may have a behaviour plan. This will follow the ASSESS, PLAN, DO, REVIEW process:



- *If behaviour issues continue despite intervention, a multi-agency meeting (including all adults and agencies involved) may be arranged to discuss next steps to avoid exclusion.*
- *Family will be kept informed and communication channels will be open at all times.*
- *If concerns arise regarding your child's attendance, an Education Welfare Officer may be asked to become involved as per the attendance policy (please refer to website)*

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

If your child has SEN then they will require support that is 'additional to and different from' the rest of the class. This does not mean that they need to be taught outside of the classroom, it simply means that teachers need to ensure we use a range of different strategies to support the child's learning.

Using ICT to record *e.g. using speech to text app; alternatives to writing*	**Using ICT to support learning** *e.g. basic skills apps; phonics; maths; typing skills*	**Using drama techniques** *e.g. using hot seating, freeze framing; forum theatre*	**Using thinking skills** *e.g. thinking hats; making links between learning in different contexts*
Using concrete apparatus *e.g. practical resources in maths (numicon, cubes, 100 squares); magnetic letters for spelling*	**Using of seating for learning** *e.g. careful positioning on the carpet/at tables; position near an adult*	**Using of talking partners** *e.g. sharing ideas; peer learning*	**Use of visual aids** *e.g. visual timetables; displays; working walls; word mats*
Use of different groupings *e.g. mixture of ability and mixed ability dependent on the subject*	**Use of school council** *e.g. representing the class; contributing ideas to improve school life*	**Use of pre-learning** *e.g. sharing key points of the learning prior to the lesson so your child is more prepared*	**Use of curriculum focus weeks and talent days** *e.g. immersive learning in a focus topic, e.g. science, football, thinking skills; sharing and discovering talents*

9). How will me child be involved in the process and be able to contribute their views?

- *Pupils are involved in writing their pupil profiles*
- *Pupil questionnaires are carried out at least once per year*
- *Children may be asked to self-assess their own targets before reviews take place and on a regular basis through the intervention they are receiving. They have regular opportunities on a weekly and sometimes daily basis to share their thoughts and feelings and can write comments in their intervention books or show this in another way such as a colour to represent a feeling or a smiley face.*
- *Whenever possible, All children with Educational Health Care Plans will be asked to comment on how they feel they are progressing and what they would like to target next before each*

Annual Review. They will attend the Annual Review in order to discuss how they are progressing.

- If appropriate, children will be given the opportunity to attend their general review meetings (three times a year). If the child would prefer not to attend, their pupil voice will be gathered by a member of staff or the parent and added to the Review process.

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

We pride ourselves on our positive relationship with our parents as we understand you know your child best. Opportunities for feedback include:

Opportunity	Details	Frequency
Review meetings	As stated in section 4.	Every 3 months (or more often when necessary)
Assessment or observation feedback (Agency led)	To feedback an assessment report or observation either by the agency or the SENCo If these are completed close to the review meetings, then feedback may be during this time.	Dependent on the need for the agency involvement
Parent consultations	If your child's targets directly relate to the classroom, e.g behaviour, attention, organisation then these may be discussed during parent consultations.	Every 4 months
General teacher feedback	If your child's teacher has a specific feedback, e.g. to celebrate success or to discuss any concerns, this will happen in between the above meetings.	Dependent on the needs of your child
Home-school communication	It may be required to set up a **manageable** home-school book or chart which may form part of your child's behaviour plan.	Dependent on the needs of your child
End of year report	You will receive a report on your child once per year	

Your child's teacher will always make themselves available to discuss any specific issues at an appropriate time. Please contact them to arrange a mutually convenient time. Please make initial contact via the school email address – enquiries@st-andrews.lincs.sch.uk.

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

We carefully track all of our children's progress across each term through the use of data and through observations. If your child is not meeting their age-related expectations, we may use a range of assessment tools to help us pinpoint how best to support them including:

- National Curriculum expectations for each year group – Age related expectations (ARE)
- Development Matters for monitoring of development in the Early Years.
- Standardised assessments (completed by Specialist Teacher and Educational Psychologist) – gives us a clearer picture of areas of strength and development against children nationally
- Assessment for learning – within the classroom, using thumbs up/down, self-assessment against targets, use of talking partners to share ideas.
- Progression Framework: Autism Education Trust
- Individual targets – through a personalised plan
- PIVATS for children working well below their chronological age

12). How will my child be included in activities outside the classroom including school trip?

We frequently use educational visits and residential trips to enhance the learning in the classroom and provide first hand experiences. We will always include your child on a visit, ensuring any specific needs they have are taken into account with our risk assessment to ensure that your child's Health and Safety needs are met. If you wish to support your child during a visit, please contact your class teacher. Dependent on the needs of your child, you may be asked to support them on an educational visit.

All children have an equal right to attend our extra-curricular clubs.

Wraparound Care is provided on site through an external provider. Please contact the school office via enquiries@st-andrews.lincs.sch.uk for more details.

13). How accessible is the school environment?

To support your child in order to access the school facilities we have:

- A disabled toilet
- Access to relevant ICT equipment (including i pads)
- Sensory toys such as fidget toys and areas to have time out for sensory overload.

The school's Accessibility Plan can be found under the policies section on the school website.

14). How will the school prepare and support my child to join the school?

We have strong links with our feeder nurseries and to ensure a smooth transition we:

- Send the Reception teacher to visit the nurseries to meet your child
- Receive and use relevant paperwork from the nursery, e.g. your child's learning journey, any SEN or medical information

- Arrange two visits before your child starts school
- Parents telephone contact with your child's class teacher before they start school
- Meet with children's key workers to discuss your child's individual needs
- Hold a 'welcome evening' in the summer term before they start, where you will meet your child's class teacher, receive information about how the school runs, the order of the day and chance to visit your child's classroom
- Meet with agencies already involved with your child, e.g. Speech and Language therapists to discuss their targets or the Working Together Team for social communication needs

Transition between year groups also involves:

- Sharing of information between class teachers (including provision maps and successful strategies)
- Class swap days where your child will meet their new teacher
- Parent drop in sessions when necessary to meet the SENDCo

15). How will school prepare and support my child to transfer to secondary school?

We understand the transfer to secondary school can be a daunting time for everyone and maybe even more so if your child has SEN. We will support you and your child by:

- Organising agency support for transition
- Provide information about the needs of your child to their transferring school through face to face meetings, TEAMS meetings, paperwork, emails, etc
- Organise additional visits to the school, when appropriate
- Invite the SENCos from the secondary schools to attend any review meetings in the transition time in Year 6. (This may be on Teams)
- Invite parents to 'Prepare, Not Scare' workshop held in the Lincoln area to help parents make the choice for their child's secondary school and alleviate any concerns
- Offer 'Resilient Brilliant' workshop for parents and teaching assistants to attend in the Spring Term of year 6 in order to support transition

16). How will I be involved in supporting my child?

Parents are given a lot of practical ways to support their child's development in school and at home. We often give parents:

- Games for developing memory, spellings, maths
- Useful websites and apps
- Strategies for reading, e.g. reading to your child, with your child, before they read to you

- Specific agency advice – could be games, organisational strategies (e.g. visual timetables), behaviour management strategies
- Letters to support referrals to Paediatricians
- Target related homework
- Parent curriculum information evenings

Parents are always encouraged to support within school through:

- Donating spare time, e.g. to listen to readers, check spellings
- Share your own talents, e.g. art, sports, career advice
- Share your knowledge about your child, e.g. through review meetings, parent consultations
- Joining us to celebrate success, e.g. talent days, music events, craft afternoons, art exhibitions
- Reading Curriculum overviews on the school website

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

Useful organisations include:

Organisation	Telephone	Website/Email
Lincolnshire County Council Support and Aspirations	01522 782030	http://www.lincolnshire.gov.uk/parents/support-and-aspiration/
Lincolnshire Children's Services	01522 554673	
Parent Partnership	01522 553351	www.lincolnshireparentpartnership.org.uk
Parentlineplus	0808 800 2222	www.parentlineplus.org.uk
PAACT (Autism Support)		paactsupport@hotmail.co.uk
Lincolnshire ADHD Support Group	01522 539939	lincoln.adhd@btconnect.com
EMC Services Equality for Minority Communities	01427 787190	emc_lincs@lincolnshire.gov.uk
Family Action	01522 69010	lincoln@family-action.org.uk

Lincolnshire Centre Grief & Loss	01522 546168	
Sunflower Counselling	07806 327563	www.sunflower-counselling.co.uk
Dyslexia Outreach	Helpline Monday 9.30-11.30 01205 317871	
Working Together Team	Helpline Fri morning 07881650709	

The Lincolnshire County Council Local Offer can be found at:

http://www.lincolnshire.gov.uk/parents/support-and-aspiration/

This contains information regarding the SEN provision across the county.

18). Who can I contact for further information?

If you require any further help or support, please contact:

- Your child's class teacher as first point of contact.
- Mrs Miller (SENDCo) – Tuesdays, Wednesdays and Thursdays
- SEN@st-andrews.lincs.sch.uk