



St Peter at Gowts Church of England Primary School SEN information report

1. What should I do if I think my child has Special Educational Needs (SEN)?

If you have any concerns about your child's progress, social integration or special educational needs you should initially speak to their class teacher. Based on the issues raised and further evidence available the class teacher will then discuss these concerns with the Special Educational Needs and Disabilities Coordinator (SENDCo). If it is appropriate a further meeting will then take place where together parents and school staff will decide on a plan of action.

2. How will school respond to my concern?

- Initial concerns are discussed with the class teacher.
- The class teacher will gather a range of evidence and discuss concerns with the SENDCo.
- A further meeting may take place with, or without the SENDCo, dependent on the needs of the child to decide a plan of action.
- If a special educational need is identified, the child will be placed on the school's Special Needs Register. A pupil passport or individual plan will be put together, including specific targets.
- Advice, assessments or observations may be requested by outside agencies to support with setting suitable targets.
- The plan will be shared with the pupil, parents and relevant adults.
- The targets will be reviewed with pupils and parents in each of the autumn, spring and summer terms

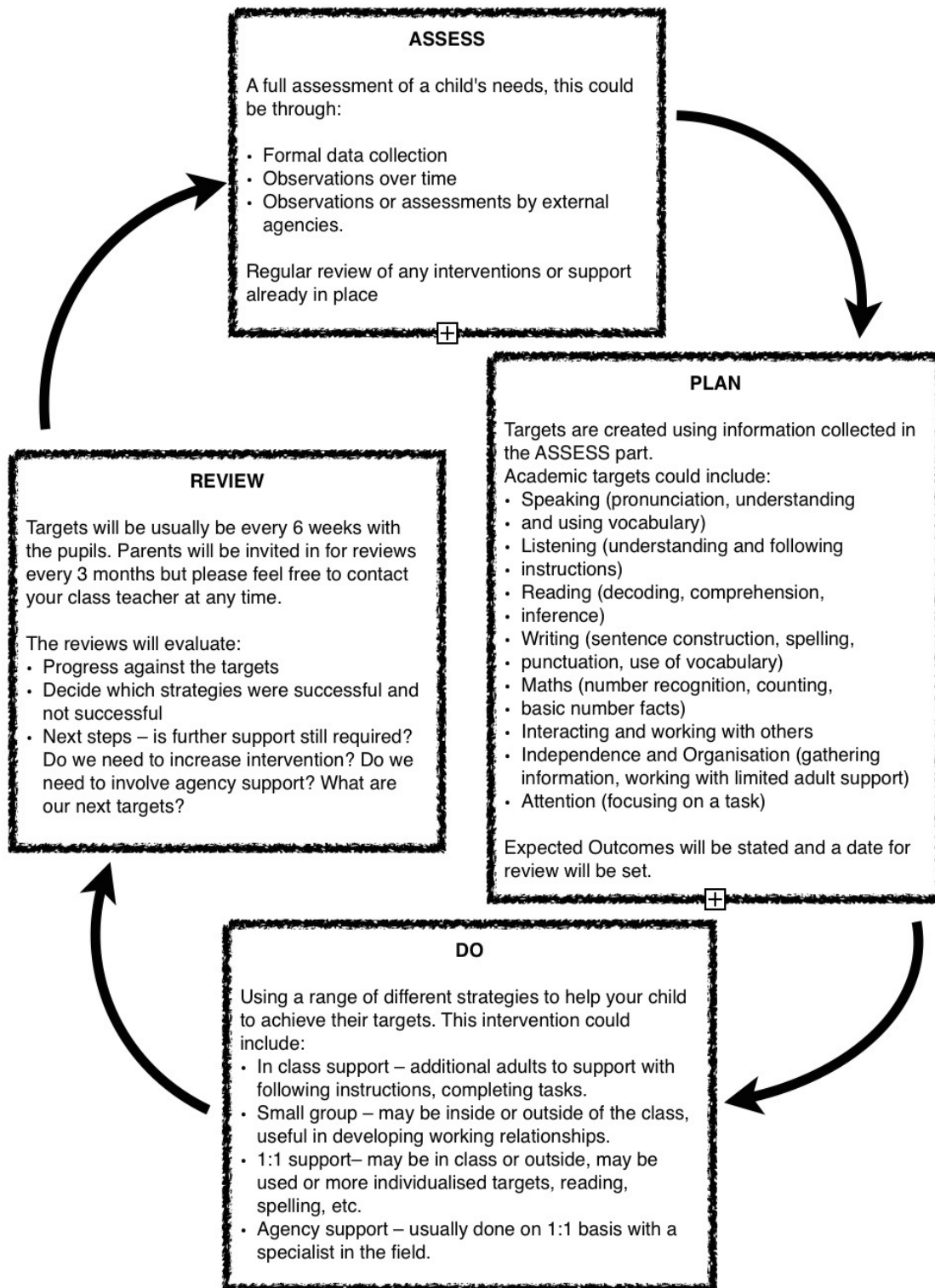
3. How will the school decide if my child needs extra support?

Decisions on if a child needs extra support will be made based on both formal and informal methods including:

- Adult observations over a period of time (by class teacher, teaching assistants, midday supervisor)
- Monitoring evidence of attainment and progress.
- Discussions with the pupil– do they find something challenging? (this could be academic; communication; social, emotional or behavioural; physical)
- Discussions with parents (as detailed above).

4. What will 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 in a range of ways from a range of adults, including the SENDCo. The process of providing support is:



This cycle is managed and monitored by the SENDCo, Headteacher and SEN Governor.

Support for targets or intervention strategies may include:

- In class support – additional adults to support with following instructions, completing tasks etc.
- Small group support – this may be inside or outside of the class, useful in developing working relationships
- 1:1 support– may be in class or outside the classroom, may be used for more individualised targets, reading, spelling, etc.
- Outside agency support – may be in the form of an observation or intensive teaching usually done on 1:1 or 1:2 basis with a specialist.

We may also put into place a range of structure intervention strategies, including:

Cognition and Learning	Language and Communication	Personal, social and mental health	Physical need
<ul style="list-style-type: none"> - Clued up (<i>reading, writing</i>), - Every Child Counts (<i>maths</i>), - First Class Maths, - Nessy (<i>reading and spelling</i>), - Tier 1b and Tier 3 phonics - Precision teaching (<i>phonics, spelling, maths</i>) 	<ul style="list-style-type: none"> - Speech and Language programmes (<i>as directed by Therapist</i>) - First Call - Colourful Semantics - Social Stories 	<ul style="list-style-type: none"> - Casy Counselling - Social skills groups 	<ul style="list-style-type: none"> - First Move (<i>motor skills support</i>) - Physiotherapy programmes (<i>as directed by Therapist</i>)

5. Who will support my child in school?

Who?	How and why?
Class Teacher	Sets targets based on your child's needs. Will be ultimately responsibility for ensuring the intervention is provided and is effectively monitored.
SENDCo (Miss Emily Booth)	Can support with effective target setting. Monitors the effectiveness of intervention groups. May complete referrals to other agencies for advice and support, including writing letters of your child's need to GP's/paediatrician. Will lead review meetings and complete relevant paperwork.
Teaching Assistants (in class)	Day to day support within the classroom with in-class tasks (might be 1:1 or in small groups).
SEN Teaching Assistants	May provide support for reading, spelling, memory games, structured programmes (Clued Up, First Class Maths, Precision Teaching), basic maths skills either through 1:1 or small group work. Directed by the teacher to support the targets set.
Speech and Language Teaching Assistant (Mrs Helen Moore)	Provides support for children with speech and language difficulties, following programmes set by the Speech and Language Therapist.
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 teacher to support the targets set.

Who?	How and why?
Administration	Will add your child's special educational need to the central record. Will send out communication on behalf of the SENDCo. Directed by the SENDCo.
Additional agency support	May be asked for advice on pupils May complete assessments or observations to support with further details regarding children's needs Will support with target setting Will be involved in the review process and deciding next steps
SEN Governor (Mrs Sue Manders)	Overseeing the provision for SEN

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

All staff have had training for:

- Safeguarding
- First aid
- Understanding and managing behaviour

Individual or smaller groups of staff in school have training in the following areas:

- Elklan Speech and Language Support
- Colourful semantics
- Strategies to help learning for SEN pupils
- Team Teach
- Autism awareness
- Precision teaching
- Reciprocal teaching
- Various structured intervention programmes (outlined in section 4)
- Team Around the Child
- Early years specialists
- Paediatric first aid

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

Sometimes it may be necessary to involve outside agencies in your child's care. This will be planned in advance and you will be invited to talk to your child's teacher or the SENDCo about this beforehand. You will also be able to meet with your child's teacher or SENDCo to discuss the outcome of this. It is sometimes possible for parents to meet with the agency, but this is taken on a case-by-case basis.

Outside Agency links include:

- Educational Psychologist
- Speech and Language Therapists
- Working Together Team (supporting children with social communication, including Autism, difficulties)
- Specialist Teaching Team
- Grief and Loss counselling
- CASy counselling
- School Nurse Team

We can also make referrals or write letters to inform other agencies of issues regarding education, health and safety. These include;

- GPs and paediatricians
- Children's services
- Child and Adolescence Mental Health Service (CAMHS)

We also have strong links to the Lincoln Central Children's Centre that is located close to our school.

8. What support will there be for my child's emotional and social wellbeing?

Pastoral and Social

The emotional and social wellbeing 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:

- Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs.
- Our Christian Values underpin everything we do and help to foster social and emotional wellbeing.
- The school rules, including rewards and sanctions, are used consistently to support children's behaviour (please see website for the school behaviour policy)
- We work closely with outside agencies (including counseling) to support children with emotional and behavioural needs.
- All child protection issues will be reported to Mrs Charlotte Hickerton (Head Teacher), Mrs Lucy Wilson (Deputy Headteacher) or Mrs Sarah Garland (Assistant Headteacher), as designated teachers.
- All incidents are communicated to the relevant members of staff and serious incidents are recorded as Records of Concern and given to the Headteacher.
- Intervention programmes to support confidence/self esteem and social skills are planned as appropriate.
- A worry box is available for children to post worries. This is followed up regularly.

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 'care plan' can be developed, with support and advice from outside agencies, 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 for more information

Support for behaviour (including attendance and exclusion):

If your child has specific difficulties regarding behaviour they may have an individual plan or a personal profile. The support provided will follow the ASSESS, PLAN, DO, REVIEW process (as outlined in section 4).

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

Throughout the process we pay careful consideration to the 'child's voice.' This will include discussing their strengths and areas that they want to develop themselves.

Your child will be asked for their thoughts regarding progress they have made towards their targets, what strategies have worked well, what they think they may need support with next. If appropriate, your child may be asked to attend a review meeting.

10. how will the curriculum be matched to my child's needs?

The curriculum is carefully differentiated to meet all of the children's needs, this may include:

- Use of ICT to record work or to support learning.
- Use of concrete resources and practical apparatus where appropriate, for example use of numicon or counters to support mathematical calculations

- Collaborative learning (talk partners, group work, peer assessment) to help children to access activities
- Use of pupils interests to engage and motivate pupils
- using drama techniques to allow children to express themselves verbally and to work in small groups with others
- Use of visual aids
- differentiation of tasks
- use of pre-learning to share key points of the learning prior to the lesson so your child is more prepared.

11. What opportunities will there be to discuss my child's achievements? How will I know how well my child is progressing?

There will be 2 parents' evenings over the academic year, where you will be invited to look at your child's work and discuss their progress with their class teacher.

If your child is on the SEN register, you will be invited to a review meeting three times during the academic year (once a big term). This review meeting will be with the SENDCo, Class Teacher and SEN Teaching Assistant (where appropriate). In these meetings progress against your child's targets will be discussed and new targets will be set.

Children on the SEN register are also involved with writing and reviewing their own targets, which includes celebrating their achievements.

If you wish to discuss your child's progress at another time, appointments can be made with the teacher or SENDCo.

12. 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. This includes:

- Assessment against the National Curriculum programmes of study
- P Scales or PIVATs – to measure small steps before the National Curriculum for children in Year 1 and above.
- Early Learning Goals – for children working within the Foundation Stage
- Teacher assessments.
- Assessment for learning – within the classroom, self and peer assessment, use of talking partners to share ideas.
- Progress against Individual targets.
- Any assessments provided by outside agencies involved.

These help to identify areas to target and support to move your child forward.

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

All classes include educational visits to enhance the curriculum and residential trips are organised for children in Year 4, Year 5 and Year 6. We will always include your child on a visit, ensuring any specific needs they have are taken into account within our risk assessment. Dependent on the needs of your child, you may be asked to support them on an educational visit. To ensure that we have enough adults on trips to enable all children to take part, sometimes this means that we ask parents or other volunteers to help.

All children have an equal right to attend our extra-curricular clubs; this includes Breakfast Club, which we run in the school hall everyday; and our after school care which is provided by "City Kids Club". For more information about Breakfast Club or City Kids Club please contact the school on 01522880071

14. How accessible is the school environment?

The school is fully accessible to wheelchairs and there is an accessible toilet. We carry out an accessibility survey annually to ensure that there are no problems, and this is carried out more regularly should the need arise.

We use ICT equipment (including iPads) to support children's learning, and use specific equipment and resources to support individual and specific needs.

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

We have strong links with our preschools and to ensure a smooth transition we include the following actions:

- We hold a welcome event in the summer term where you will meet your child's class teacher and other relevant adults, get information about how the school runs and find out about the order of the day and routines.
- For children joining our Nursery you will be invited to visit the Nursery for a short 'taster' session to meet the staff and the other children.
- For children joining in Reception, the Reception teacher will visit your child in their current pre-school before they start and your child will be invited for a short 'taster' session.
- Before your child joins our Nursery or Reception class you will be offered the option of a home visit so you and your child can meet the class teacher in a familiar environment.
- The Reception teacher meets with pre-school key workers to discuss your child's individual needs.
- SENDCo will speak to your child's key worker or previous school, where appropriate, to discuss their needs.
- Parents can meet with your child's class teacher and SENDCo, where appropriate, before they start school
- School receives and use relevant paperwork from the nursery or previous school, e.g. your child's learning journey, any SEN or medical information

For children joining the Year 1, Year 2, Year 3, Year 4, Year 5 or Year 6:

- You will be invited to have a look around the school and meet the class teacher
- You will be invited to our weekly coffee morning before your child starts the school
- Parents can meet with your child's class teacher and SENDCo before they start school
- School receives and use relevant paperwork from your child's previous school, e.g. your child's learning journey, any SEN or medical information.

Transition between year groups also involves:

- Sharing of information between class teachers (including paperwork, successful strategies)
- 'Moving up day' where your child will meet their new teacher.
- Children with specific needs may need a personalised social story book with photos showing the changes they will face in preparation for the following year.
- You can meet with the class teachers and SENDCo to discuss transition plans and any additional support that might be needed for your child.

16. 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:

- Children visits their secondary school for a range of days and activities throughout Year 6.
- Inviting the SENDCo from the secondary school to attend the last review meeting of year 6.
- Organising agency support for transition, e.g. Working Together Team.
- Provide information about the needs of your child to their transferring school through paperwork, emails, phone conversation etc.

- Complete transition booklets to support your child in becoming familiar with the new routines of the school, e.g. maps, timetables, photos of key members of staff.
- Organise additional visits to the school as necessary

17. 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

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 of your child, e.g. through review meetings, parent consultations
- Joining us to celebrate success, e.g. talent days, music events, craft afternoons, art exhibitions

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

- You can find out more information about Lincolnshire's local offer at <http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/the-local-offer/>
- You can access more information on support in Lincolnshire through the Family Services Directory at: <http://search3.openobjects.com/kb5/lincs/fsd/home.page>

19. 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
- Miss Emily Booth (SENDCo)