

Supporting your child's learning
Kelsey Primary School
Special Educational Needs Report



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

- Contact your child's class teacher (or any staff member).
- Working together in partnership, we will decide on appropriate next steps.
- The class teacher may speak to other staff such as the SENDCo and will then feedback to you.

How will the school respond to my concerns?

- The school will listen to the concerns you have and, together, decide what the next steps need to be.
- Discussions with key staff (such as the SENDCo) and sometimes outside professionals may also take place. This is so that we can ensure we are taking the most appropriate steps to supporting your child effectively.

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

Decisions could be made in a number of ways. This may include:

- Discussions with the class teacher about any barriers to progress.
- Discussions with your child about the things they are finding tricky.
- Discussions with you when we review your child's progress.
- Observations over a period of time by adults working with your child.
- Advice from external professionals.

What will school do to support my child?

Firstly, together we will agree SMART (Smart, Measurable, Achievable, Relevant and Time-bound) targets. The class teacher will then support them in achieving these goals. The class teacher will also monitor the progress they are making and may work together with other staff to support your child's learning. At this point, we continue with the Assess-Plan-Do-Review cycle, which forms an important part of the SEN Code of Practice

Planning – we will work in partnership to create an action plan of how we will support your child to make progress in the area(s) they are currently struggling with.

Doing – We will use a variety of different ways to help your child achieve their next steps. This may include:

- Additional support from the class teacher or other adults.
- Working alongside other pupils in a small group.
- Support with ideas of how to support at home.
- The use of supportive aids such as computers.

Reviewing – This is an on-going process. If further or different support is needed this can be done at this stage. Parents/carers will be invited into school to attend a review meeting each term. However, we welcome parents to get in contact with the class teacher at any time.

At the review meeting we will discuss the current support plan and how this has enabled your child to progress in the area(s) they find difficult. Together we will plan what the next steps need to be, and the cycle will begin again. Sometimes the review will show that the additional support for your child is no longer required. If this is the case, the schools usual tracking and monitoring systems would then be used again to follow your child's progress.

The SENDCo and Headteacher co-ordinate all these plans through our 'Provision Map'. This is updated every term (3 times a year) following review meetings. It is a whole school document that summarises the different types of support that might be available to help your child in making their next steps.

Who will support my child in school?

There may be many people involved in providing support for your child. This may include:

1. **Your Child's class teacher:** They will meet with you to plan the next steps your child needs to take. They will support them on a daily basis in the classroom by making sure they are able to complete their learning activities.
2. **Our SENDCo (Emily Mann):** She may help you and the class teacher in thinking about appropriate next steps. She will work with the class teacher and other appropriate school staff to plan the types of support that will be best for your child and others with additional needs in the school. She might work in partnership with other professionals to seek further advice. She will sometimes attend meetings when we review how your child is getting on.
3. **Teaching Assistants or other adults in school:** These are other adults in school who know your child. They might help in the classroom, with smaller groups, or sometimes just with your child for part of the day or week. Sometimes they may simply be there to keep an eye on your child and how they are getting on at lunchtime or playtime, for example.
4. **Outside professionals:** Sometimes we ask other professionals to come in to school to support us in making sure we are supporting your child in the best way possible. Sometimes they may spend a little time in school looking at how your child gets along in class. They may assess your child to see if there are any underlying barriers to learning. They may also meet with you to discuss any concerns you have.
5. **Our SEND Governor (Mrs Fitzgerald):** She will not need to know the individual needs of your child's difficulties, but supports the SENDCo in monitoring and evaluating the types of support that are in place and how these are helping your child and others with additional needs in the school. She can be contacted via our Clerk to the Governors, through the school office.

What relevant training do staff have for the additional support of my child's needs?

Staff in school receive both internal and external training. Within our school we have staff trained in the following: Makaton (a language programme that combine signs, symbols and speech to give different options for people to communicate) levels 1-4, Elklan (a training program for adults who work with children to improve their speech, language, and communication skills), ELSA, Morph Mastery (a research-based intervention program designed by dyslexia specialist Louise Selby to help students aged 9–13 improve their reading, spelling, and vocabulary) and Drawing and Talking. Staff are also trained through The Working Together Team, The Specialist Teaching Team, Dyslexia Outreach, Lincolnshire County Council Virtual College and BOSS.

Emily Mann, our SENDCo is trained in the following: National award in Special Educational Needs Coordination (Masters Level), CPT3A (Masters level), Feelings Detectives, CEOP Ambassador, L5 in Specialist Dyslexia Teaching (Approved Teacher Status), Makaton level 1-2, Licensed Thrive Practitioner as well as various training courses through Whole School SEND, The Working Together Team and the Autism Education Trust. She is currently finishing her MEd in SEND: Autism.

Who else might be involved in supporting my child?

- ⚙ **Specialist Teacher** – We have a specialist teacher who is able to complete specific assessment to help unpick any barriers to learning so that we can use this information in teaching your child each day. We can also access support from the Early Years Specialist Teacher for children in pre-school and reception.
- ⚙ **Dyslexia Outreach** – Both school and home can access support from Dyslexia outreach through the school year. They support with the creation and implementation of strategies to support children struggling with, not only diagnosed specific learning difficulties such as dyslexia and dyscalculia, but also children who present with having these difficulties.
- ⚙ **Speech and Language (SaLT)** – Throughout the course of the year it may be necessary for us to work alongside professionals from the SaLT team to enable us to further support children with identified difficulties in this area.

- ⚙ **Sensory Impairment (SEST)** – We are able to seek support from SEST to help us with planning and problem solving as well as working with identified children. They will also support school with offering further training for staff.
- ⚙ **The Working Together Team (WTT) (formerly Autism Outreach)** – A referral can be made to the WTT to work alongside identified children with either diagnosed Neurodiversity/ Social Communication difficulties or present as having difficulties in these areas. They also support school with planning and problem solving. They also deliver training to school staff and offer online training to parents and carers.
- ⚙ **Behavioural Outreach Support Service (BOSS)** – School can refer to this service which can support with training school staff as well as, on some occasions, working alongside identified children.
- ⚙ **Healthy Minds** – Both home and school can refer to Healthy Minds to support families and young people with difficulties such as anxiety and low mood. School can support families to self-refer.
- ⚙ **Emotional Based School Avoidance (EBSA) Team.** – School can refer to this service where we, or you feel that EBSA is becoming a barrier to learning. They also support school with problem solving and planning.

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

Our school is an inclusive school and hopes for the best outcomes for all children. Sometimes we may have to offer additional support to children with SEND:

1. Pastoral and Social Support:

- All members of staff build strong relationships with the children to enable them to support their emotional needs.
- We run a range of activities to support children during unstructured times.
- Older pupils support and encourage game playing and positive social interaction.
- The school's behaviour policy is used consistently to support children's behaviour.
- Weekly celebration of achievements involving all children

- Where appropriate, additional individual or small group intervention will be organised to help your child's emotional and social development. We have two trained ELSA members of staff in school (emotional literacy support assistants).

2. Medical Needs:

- Strategies for the use of personal medications.
- Individual health care plans for children with significant medical needs.
- Where appropriate specific staff training given to meet particular needs.
- Provision of aids and resources to support learning.
- Paediatric and general first aiders.

3. Support for Behaviour:

- If your child has specific difficulties regarding behaviour, they may have a behaviour plan. This will follow the 'Assess, Plan, Do, Review' cycle mentioned previously.
- If the plan is not working on supporting more positive behaviours, it may be necessary to hold a meeting with all the adults and agencies involved in supporting your child. The purpose of these meetings is to agree the next steps needed.

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

Review meetings

Your child will be asked for their thoughts regarding the progress they are making with their next steps, what things have worked well and what they feel they may need support with next. This may be recorded by an adult or by the child themselves. This can be done through pictures or comic strip conversations if necessary. Sometimes, if appropriate, children will attend and be part of their review meetings.

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

If your child requires the support that is additional to and different from the rest of the class, this does not mean that they are necessarily needs to be taught outside the classroom. It simply means that teachers need to use a range of different strategies to support your child's learning. These strategies may include:

- Using ICT to record or support learning.
- Using practical resources to help with maths or writing for example.
- Careful thought given to where children sit to support good learning and behaviour choices.
- Use of visual aids as reminders.
- Sharing key points of the learning before the lesson starts so that children are more prepared.
- Working in smaller groups etc.

What opportunities will there be for me to discuss my child's achievement? How will I know about the progress my child is making?

We are proud of the excellent relationship we have with our parents and carers. You know your child best and are very much part of our school family. We have an 'open-door policy' which means that we welcome you to come and talk to us about any concerns. Opportunities for feedback include:

- Review meetings each term as previously stated.
- Discussions following assessments led by outside agencies.
- Parent -Teacher consultation meetings each term.
- General teacher feedback, e.g at the end of the school day. Your child's class teacher will always make themselves available to speak to you at a mutually convenient time.
- Via the school e-mail if appropriate.

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

We carefully track the progress of all our children each term. The tracking also helps us to identify those who are not coming on, as well as pupils of a similar age. We can then use this information to complete our provision plan,

which pinpoints how best to support children in their next steps. Governors are also shown anonymous information to consider how the school is meeting everyone's needs, that all children are making the progress they should.

If it is felt that your child is struggling to progress at an expected rate for them, it may be necessary to move forward to formalise their needs to applying for an 'Education, Health and Care Plan (EHCP). This is a document that the school has to legally follow. It brings together the educational, medical and social care needs (as appropriate) of your child.

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

We use educational visits or trips to enhance the learning experience for all pupils. We will always include your child on a visit, making sure that any specific need is taken into account with our risk assessments. Sometimes this will include use of specific adults to support your child as necessary.

How accessible is the school environment?

To support your child in accessing the school facilities we have:

- Level access by all main entrances.
- A disabled toilet.
- Support from hearing impaired service or visually impaired service where necessary.
- Support to communicate with English as an additional language.
- A range of modern ICT equipment including iPads.

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

We have strong links with our feeder preschool settings, particularly our own and to ensure a smooth transition we include:

- Visits from the reception class teacher to your child's setting, seeing them and talking to key staff and workers.
 - Several visits for your child prior to starting at school.
 - Attending events held at school over the course of the year.
 - A welcome meeting for parents before they start school to meet their class teacher and other support staff.
 - If it is felt to be necessary, an assessment of needs to be undertaken by our SENDCo.
 - Meeting with any professionals that have already been involved in supporting your child.
- When children move on from one class to another, transition activities include:
- Sharing information between class teachers, such as useful strategies.
 - Review meetings that involve the new teacher as well as the current one.
 - Class transition time at the end of the school year, where your child meets and works with their new teacher.
 - Early parent-teacher meetings in the autumn term.

How will the school prepare and support my child to transfer to secondary school?

The transfer to secondary school can be a tricky time for everyone, and particularly if your child has additional needs, we can support you and your child by:

- Providing information about your child's needs to their transferring school through face-to-face meetings, paperwork, emails, etc.
- Arrange additional visits for your child in the summer term if this is appropriate.
- Complete transition booklets and activities to support your child in becoming more familiar with the new routines, environment, staff members, etc.
- Include appropriate staff in the final review meetings.
- If your child has an EHCP, an additional transition annual review will be held in the summer term of Year 5.

How will I be involved in supporting my child?

Parents are given a lot of practical ways to support your child. This may include:

- A 'listening ear' to help problem solve difficulties.
- Games to play at home which support learning.
- Useful websites and apps.
- Strategies for reading, home learning, etc.
- Supporting referrals, e.g to the paediatrician.
- Opportunities to be able to share and celebrate your child's learning.
- Workshops for parents to help with ideas for supporting learning.
- SEND Coffee mornings, which will offer support and advice from a range of services.

Who can I contact for further information?

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

- Your child's class teacher as the first point of contact using the office e-mail address or school phone number.
- Mrs Emily Mann – our SENDCo (Emily.mann@kelseyprimary.co.uk)
- Miss Katie Grantham, Head Teacher.

What is the process for making a complaint?

- Complaints regarding any issues with SEND should follow our Complaints Policy, which is available on our website under 'Statutory Policies'. Our school administrator can provide printed copies of this policy upon request.

How can I access support for myself and my family?

Your doctor or social worker may be able to offer personal support. Here are some other useful organisations.

Lincolnshire County Council Local Offer

<https://www.lincolnshire.gov.uk/send-local-offer>

Liaise (formerly Parent Partnership)

0800 195 1635

<https://www.lincolnshire.gov.uk/liaise>

Family Lives

0808 800 2222

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

PAACT (Autism Support)

<https://paactsupport.com>

Lincolnshire Autistic Society

<http://www.lincolnshireautisticsociety.org.uk/home/>

Lincolnshire Parent Carer Forum

07925 22 466

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

ADHD Lincs

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<https://www.adhdlincs.org>

Healthy Minds Lincolnshire

0800 234 6342

<https://www.lpft.nhs.uk/young-people/lincolnshire/young-people/i-need-more-help/healthy-minds-lincolnshire>

Virtual Autism Hub

<https://www.lpft.nhs.uk/our-services/virtual-autism-hub>

We would like to thank all parents and carers who contributed to the creation of this information report.

Please also refer to our SEND Policy, which is available on our website under 'Statutory Policies'. Our school administrator can provide printed copies of this policy upon request.