

Special Educational Need and Disability

During the learning journey within school, there may be times when a child needs more support. This can be for many reasons, emotional, behavioural, learning difficulties, physical disabilities, sensory difficulties, medical conditions or language difficulties. We have wide experience of supporting children with special educational needs and helping them reach their potential. If a child does need support, we work in partnership with the family to help them. We can support through intervention groups or social groups as well as more specialist support, working with outside agencies to get specific equipment or the physical support a child might need.

The ethos of the school is to be inclusive and to celebrate all achievement. In both academic lessons and sporting activities, the lessons are differentiated to ensure all children are included and feel that they can take part and will have success.

Mrs S Pinchbeck (SENDCo), Miss Atkinson (SEN TA), Mrs Heslop (teacher) and Mrs Bellaby (SEN Governor) make up the Special Educational Needs and Disability Team. We have given answers to some frequently asked questions below however if you have any other questions, please don't hesitate to contact us. We would be pleased to meet with you and discuss your child's needs.

1. What should I do if I think my child has special educational needs? *and*

2. How will the school respond to my concern?

If you have any concerns with regards to my child, please talk to their class teacher.



The class teacher will either reassure you, explain how they are already supporting your child or if appropriate spend time with your child to understand what is causing their difficulty.



Depending on the nature of your concern, the teacher may also talk to the SENDCo (Special Educational Needs and Disability Coordinator).



The class teacher will then talk to you again with a plan of how to support your child.

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

- The class teacher will work with your child to gain an understanding of your child's difficulty. Once it is understood, a suitable intervention will be put in place.
- This may be just a short intervention to explain a particular point or a longer intervention. (Monitoring progress is ongoing within all classrooms. The teacher will spend time understanding the difficulty for any child who is not making progress.)

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

Once we have an understanding of your child's difficulties, support can be put in place in a number of different ways.

- Initially your child will be given support within the classroom with the class room assistant.
- If your child is still having difficulty, the SEN team will be asked to support.
- The SEN runs a number of specific interventions programmes to support children. These include:

Toe by Toe	Supports reading by sight
Direct Phonics	Supports reading by sight, phonics and sentence formation.
Catch Up	Supports reading, understanding and spelling.
Stile Comprehension	Supports understanding of text.
Nessy	ICT dyslexia support programme for reading and spelling
Colourful Semantics	Supports sentence formation
Semantic Links	Developing vocabulary
Numeracy Intervention	Maths No Problem is used within school, with teaching extending that day if a child or group of children are struggling. Most teaching is bespoke.
Social Groups	Working with small groups of children to support behaviour, understanding emotions and developing friendships.
Fine Motor skills	Small groups developing pencil and scissor skills. Dough gym.
Visual Memory Skills	Working with ICT games and apps.
Auditory Memory Skills	Working with games, ICT games and apps.

- If your child needs support over a longer period of time, your child will be placed on the SEN Register and given an Individual Education Plan with their own specific targets. These are reviewed three times a year with you, to monitor the progress your child is making.

5. Who will support my child in school? and

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

- Each year group has a teaching assistant. These staff are deployed within the class to support across the class so the teacher can work with all ability groups within the class. Class Teaching Assistants have their NVQ qualifications and they receive training, both through whole school training and training organised by the SEN Team.
- Your child may be supported by the one of the SEN team, Mrs Pinchbeck, SENDCo, Mrs Heslop, Teacher and Miss Atkinson, SEN Teaching Assistant.
Mrs Pinchbeck and Mrs Heslop are qualified teachers. Mrs Pinchbeck has the National SENCo Award.
Miss Atkinson has NVQ 2 and 3 in Children’s Care, Learning and Development and has attended courses to support children with social and communication difficulties at Gosberton House. She takes responsibility for our Speech and Language support, she has Early Years ELKAN training.
- Some of our children who have Education Health Care plans are supported through 1 to 1 Teaching Assistants. These Teaching Assistants have NVQ and other qualifications that specifically relate to the needs of their child. These include ELKAN early years, specific social and communication training from Gosberton House and specialist medical procedures taught by Specialist Nurse Trainers.
- We also have parent helpers who support the children. These are given clear guidance by the class teacher.

All these groups of staff are not only well qualified, but also are kind, caring, empathetic people who will work very hard to do the best for your child.

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

We ask for support from the outside agencies for a number of reasons:

- Sometimes, a child is supported with intervention and an individual education plan but they do not make the progress we would expect to see.
- A child may have a specific difficulty where we need to look for more specialised support. This may be physical, emotional, social and communication or a specific learning difficulty.

We work with a number of outside agencies:

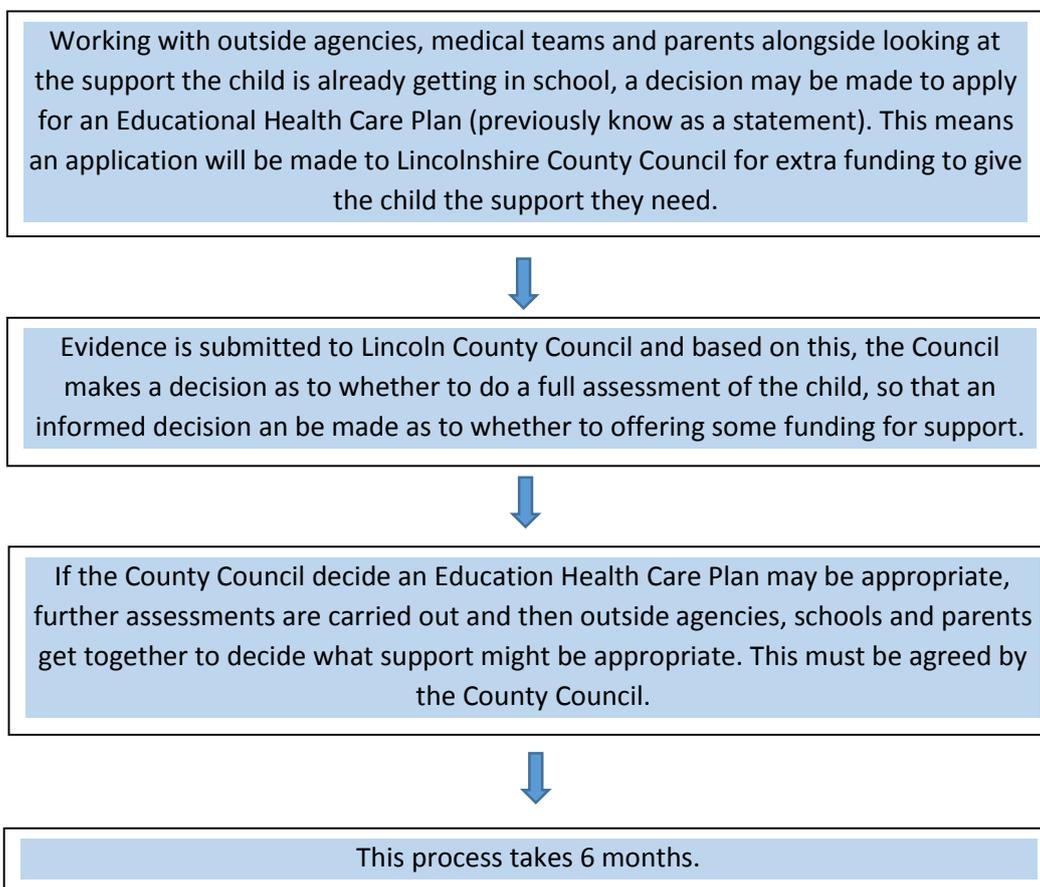
Educational Psychologist	Mrs P Page Mrs Page liases with Mrs Pinchbeck, SENDCo, and comes into school to help us find the right strategies to support children in the classroom and at play and to talk with parents.
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Specialist Teacher	Ms D Newnham Ms Newnham carries out assessments or teaches in school on Wednesdays.
Speech and Language	Ms K Oglesby Ms Oglesby has three planning sessions a year. She then visits to carry out assessments based on the planning session.
Social and Communication Outreach	Ms V Turner, Working Together Team A National Autistic Society (NAS) Accredited Service Ms Turner is based at Gosberton House School. She visits regularly to support children with social and communication difficulties.
Sensory Impairment Service	Mrs M O'Keeffe Mrs O'Keeffe visits regularly to support children with visual difficulties.

We also work with medical teams, supporting children.

- Occupational Therapists
- Physiotherapists
- Specialist Paediatric Nurses
- Specialist Schools

There are a very small group of children who due to their learning difficulty, medical condition, sensory impairment or physical disability need more support. For these children the following pathway is followed.



- If an EHCP (Education Health Care Plan) is awarded, support, as outlined on the plan will be put into place.

We can also apply for medical funding, to support children with specific medical needs. This has to be applied for on a regular basis.

- This funding can also be accessed for medical equipment or medical support for children with enhanced status or education health plans.
- Medical funding is under review by Lincoln County Council at the moment.

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

There are a wide range of ways we can use to support your child:

- The relationship between your child and their teacher and teaching assistant is very important. They will always listen to a child but a special opportunity for your child to talk to the teacher or class teaching assistant when they need to can be arranged.
- Personal, Health and Social Education (PHSE), SEAL and Circle Time are taught within the classroom.
- Circle time happens in every classroom to promote speaking, listening, empathy, working together, turn taking and following social rules.
- Each term our Assemblies have a specific focus, which build and support our children for example in developing friendships.
- We run Social Groups building self esteem or social communication skills.
- We can use Social Stories supporting specific children with specific situations.
- We understand that play time can be difficult as it is an unstructured time. Teachers and teaching assistants are made aware of children who are having difficulties and the strategies we are using to support them.
- We have Play Leaders on the playground at lunchtimes to support play, again being aware of particular children who need support.
- We have a clear behaviour policy which is adhered to by all staff (please visit the school website for a copy).
- All child protection issues will be reported to Mrs Wilson (Head Teacher) or in her absence, Mrs Brown.
- All incidents are communicated to the relevant members of staff and recorded in the class behaviour book. It is passed to the Head's behaviour book if appropriate.
- Children with EHCPs are supported by the SENDCo, their Teachers and Teaching Assistants to help them integrate into class, maintain their self esteem, develop their social skills and gain as much independence as possible.

Medical Needs

- If your child has specific medical needs please contact either your class teacher or the SENDCo so we can work together to support your child.
- Some children need a Care Plan, so that all staff understand the child's needs and have a plan to follow should different situations arise.

- If your child requires ONGOING medication and has a designated 1 to 1, please contact the SENDCo to complete a medicines administration form.

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

- The relationship between the child and class teacher is really important in listening to and encouraging the child to express their concerns and celebrate their successes.
- When the class teacher or teaching assistant reviews the individual education plan targets with the child, the results and the child's thoughts and views are discussed.
- We are developing our individual education plan (iep) reviews with parents to include the child. Currently older children attend reviews for some of the time with their parents. We plan to broaden this to all keystage 2 iep reviews in the next academic year.

10. How will the curriculum be matched to my child's need?

When our teachers plan their lessons, the work is differentiated at a minimum of three different levels. In this way all the children are able to learn and carry out work within the classroom that is appropriate for them. This is high quality teaching.

There are other ways we can adapt lessons or support children within the classroom:

<input type="checkbox"/> By multi sensory teaching, ensuring our teaching stimulates the visual, auditory and kinaesthetic pathways eg		
Visual prompts are used to support both learning and behaviour.	Practical equipment eg cubes, number lines and straw bundles are all available for children to use in lessons.	100 squares, the working wall and other reference materials are readily available to support children as they work problems out.
<input type="checkbox"/> By finding alternative ways to record for children with difficulties writing eg		
Some of our children are learning to touch type.	We use talking tins, to record sentences so we don't have to remember them. We can listen again while we are writing.	We use the ipods to record what we think.
<input type="checkbox"/> By modelling the skills we are looking for eg		
The Teacher or Teaching Assistant will work with a small group modelling, with the children's ideas, the work the teacher is looking for.	Children work in mixed ability groups to support language and thinking skills	Talking partners, working collaboratively on a piece of work.
<input type="checkbox"/> Through drama eg		
Hot seating, helping a child to empathise.	Acting a story or situation out, supports children who learn kinaesthetically or visually.	

Our children with Education Health Care Plans (EHC Plans) may have planning written specifically for them. The child will be supported by a 1 to 1 Learning Support Assistant who will support the child within the class when it is appropriate and then take them out of class to work on their targets at other times.

For some of our children with EHC Plans, the rigour of the classroom can be difficult. We work flexibly with these children. We still have a high expectation of what they can achieve but they may need time to settle when they come in, do specific activities at the start of the day or have time away from the classroom.

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

Assessment and understanding how your child is progressing is a high priority for our school. There are a number of formal opportunities to discuss this with parents, as shown below

Parent's evening	We hold these in October and March. There is a further opportunity to meet teachers after the reports have gone out in July if parents or the teacher request it.
Children with ieps (Individual education plans)	Targets are reviewed and new targets set, three times a year, October, February and May.
Children with an Education Health Care Plan	These children will have an annual review to ensure the child's needs as written in the Educational Health Care Plan are being met as well as the iep review meetings as appropriate.
Home –School Communication Book	We have planners which can be used by both parent and teacher for communication. Some children will also have a home school diary where specific information can be sent home with regard to behaviour or well being at school.
End of topic days.	At the end of each term, each year group has a special celebration of the work they have been doing that term. Parents are often welcomed into school on these days to see what their children have been doing.

However, between these times, if you have specific concerns about your child's progress, please arrange to see the class teacher.

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

- Teachers assess informally in class during every lesson and use 'Target Tracker' to record the small steps of progress a child makes as they work towards the larger steps.
- Teachers formally assess the progress children are making three times a year, December, March and July

- Progress for each child is then plotted on a 'Pink and Grey' form which shows the progress of the child compared to their target for this year and compared to the expected level for their year group.
- Reading Comprehension and Spelling are also assessed three times a year.
- Children in Foundation are assessed using the Early Learning Goals.
- Assessment for learning is carried out every day within the classroom
- Children who have support from the SEN team have further assessments, three times a year, to closely monitor their reading decoding skills and spelling skills.
- Children in intervention groups are monitored three times a year through specific targets recorded on the class provision maps.
- Some children who are making smaller steps of progress work against PIVATS. These break down the curriculum levels into smaller chunks so that the progress can be measured in small steps.
- Using this tracking process, any child who is not making progress can be quickly identified.
- If a teacher is concerned about the progress a child is making, they will contact the parents and arrange a meeting to explain the concern and how we are looking to work with parents to support the child.

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

We work hard to ensure our outdoor activities are accessible to those children with physical disabilities, sensory impairment and medical conditions. All our children are encouraged to understand the difficulties some of our children face and to support and encourage them constructively.

- On new school trips, the Class Teacher or Learning Support Assistant will make a planning visit so that any potential difficulties for children with physical disabilities or sensory impairment can be resolved at this stage.
- On new residential trips, the class teacher or Learning Support Assistant will go and look and also go through the activities to identify where there may be difficulties.
- We will also contact parents with physical disabilities, sensory impairments or medical conditions to discuss residential trips and how to support their child.
- We understand that some children can be very anxious about staying away. We are happy to work with parents, supporting and encouraging the child, to allow the child to take part in and enjoy as much of the residential trip as possible.
- On both day and residential trips, the ratio of adults to children will be adjusted to ensure that child with emotional and behavioural difficulties have the support they need.
- All children are included in clubs, teachers and teaching assistants adapt and work to support all children joining in.
- The school has Early Birds and Badgers clubs which run before and after school. Again, we would work with parents to support any child who wanted to join.

14a. How accessible is the school environment?

Inclusion is a very high priority of the school.

- Our school building is modern and is all on one level, so there is good physical access to all classrooms.

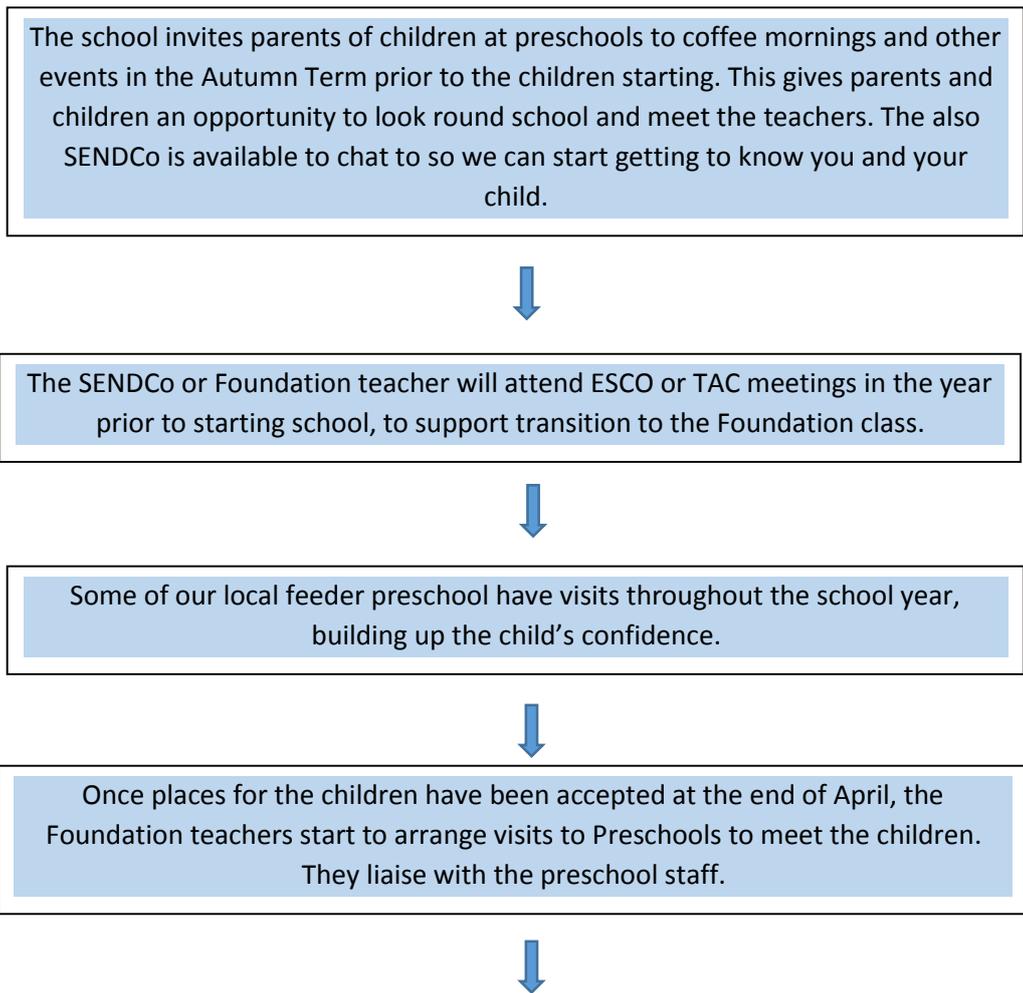
- There is a disabled toilet with medical procedure room.
- Playgrounds are accessible directly from the classrooms.
- There is a slope to the school field, there is a tarmac sloped pathway on one side.
- The school is monitored three times a year to ensure any difficulties are identified and action taken to resolve them.
- For more details, please see the Accessibility Plan.

14b. How accessible is the curriculum?

We are continually looking to ensure all lessons are accessible.

- Classroom teaching is planned to be accessible to all children within the class.
- There are adaptations that are made eg chairs specifically designed for children, sloping cushions and sloping writing boards.
- There are a variety of ways we use to support children in the classroom to enable them to record their ideas, eg alpha smarts borrowed from specialist schools, recording their ideas on recording tins or ipods.
- In PE, we ensure each of the sports that we teach are differentiated to allow each child can reach their potential.
- We are also looking at assembly ensuring children with sensory impairment and social and communication difficulties are involved. For more detail, please see the Accessibility Plan.

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



The children come into school for two half days in the summer term. Extra visits can be arranged if needed to help the children make the transition.



For the first week in September the children come in initially for two half days, then a half day extending across lunchtime. By the end of the week they are in full time.

Some of our children start school with concerns with regard to toileting and eating. We are keen to work with the parents and the child to develop a good trusting relationship so we can work in partnership with them.

If you think your child will need extra support, please come and talk to us. It is really important that we make the right provision for your child. Please ring the school and ask to speak to the SENDCo. She will make an appointment to see you so we can discuss the specific needs of your child.

If your child is joining another year group, please talk to the new class teacher. They will arrange an appointment with the SENDCo.

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

In year 5, we talk with parents about which school they are thinking would suit their child.



In year 6, we invite the SENDCo from the proposed secondary school to attend reviews for children with more complex special educational needs. This starts to build the relationship with the new school.



In June the SENDCo and class teachers meet with the Secondary School SENDCo to hand over support strategies and intervention support for these children.



All children visit their Secondary School. We arrange two further visits for children with Special Educational needs. They are accompanied by members of staff who also walk from and return to school with the children. There are then opportunities to chat through what they have seen and heard.



When the child and parents go to visit the new Secondary school to meet their class teacher, there is an opportunity for parents and child to meet the SENDCo there too.



We can also complete a transition plan with the child to support the child across the summer holidays as a reference document for reassurance.

17. How can I be involved in supporting my child?

- A child’s learning is best supported by parents, the child and the school working in partnership.
- We can give ideas to support reading, spelling, writing and numeracy.
- The individual education plan contains ideas for parents to help their children work towards their targets.
- Support strategies that are given by Outside agencies, involve strategies for parents to use at home.

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

www.lincolnshire.gov.uk/SENDlocaloffer details Lincolnshire County Council’s SEN provision.

There are a number of agencies that support parents with special needs.

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
Lincolnshire Centre Grief & Loss	01522 546168	
Sleaford Children's Centre	01529 306888	http://www.lincolnshire.gov.uk/OrganisationDetails.aspx?orgcode=900444
School Nurses	01529 304310	

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.

19. Who can I contact for further information?

For more information, please contact Mrs S Pinchbeck, SENDCo 01529 302698