



FRANCES OLIVE ANDERSON
Church of England (Aided) School



'Being different, Belonging together'

SEND LOCAL OFFER
INFORMATION REPORT

All maintained schools and academies have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need and/or Disability being met in a mainstream setting wherever possible, where families want this to happen. The Governing Body must:

- ❖ Do its best to ensure that the necessary provision is made for any child who has special educational needs.

For your child this means:

- ❖ That the teacher has the highest possible expectations for your child and all pupils in their class
- ❖ That all teaching is based on building on what your child already knows, can do and can understand
- ❖ Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning
- ❖ Specific strategies (which may be suggested by the SENDCo or professionals from outside the school) are in place to support your child to learn
- ❖ Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

What is SEND?

SEND stands for 'Special Educational Needs and/or Disability'.

A child has special educational needs or disabilities (SEND) if they have a learning difficulty or disability which means that they find it significantly harder to learn, or to do activities which children the same age are able to do. These children need extra help or support, or special provision. If your child has special educational needs or disabilities their needs will fall into one or more of the four main areas of SEND;

Communication and interaction

- ❖ Speech, Language and Communication Needs (SLCN)
- ❖ Autism

Cognition and learning

- ❖ Specific Learning Difficulty (SpLD)
- ❖ Severe Learning Difficulty (SLD)
- ❖ Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and Mental Health

- ❖ Difficulties concentrating for set periods
- ❖ Anger issues
- ❖ Attachment disorders

Physical and sensory

- ❖ Visual Impairment (VI)
- ❖ Hearing Impairment (HI)
- ❖ Multi-Sensory Impairment (MSI)
- ❖ Physical Disability (PD)

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCo as needing a particularly high level of individual or small group teaching (more than 15 hours a week), which cannot be provided from the budget available to the school. Usually your child will also need specialist support in school from a professional outside the school.

This may be from:

- ❖ Local Authority central services such as the Working Together Team.
- ❖ Outside agencies such as the Speech and Language Therapy Service.

For your child this would mean:

- ❖ The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- ❖ After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at School Level.
- ❖ After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 15 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at School Level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- ❖ The EHC Plan will outline the amount of additional funding the school will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- ❖ Where funding is used to employ an additional adult, they may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

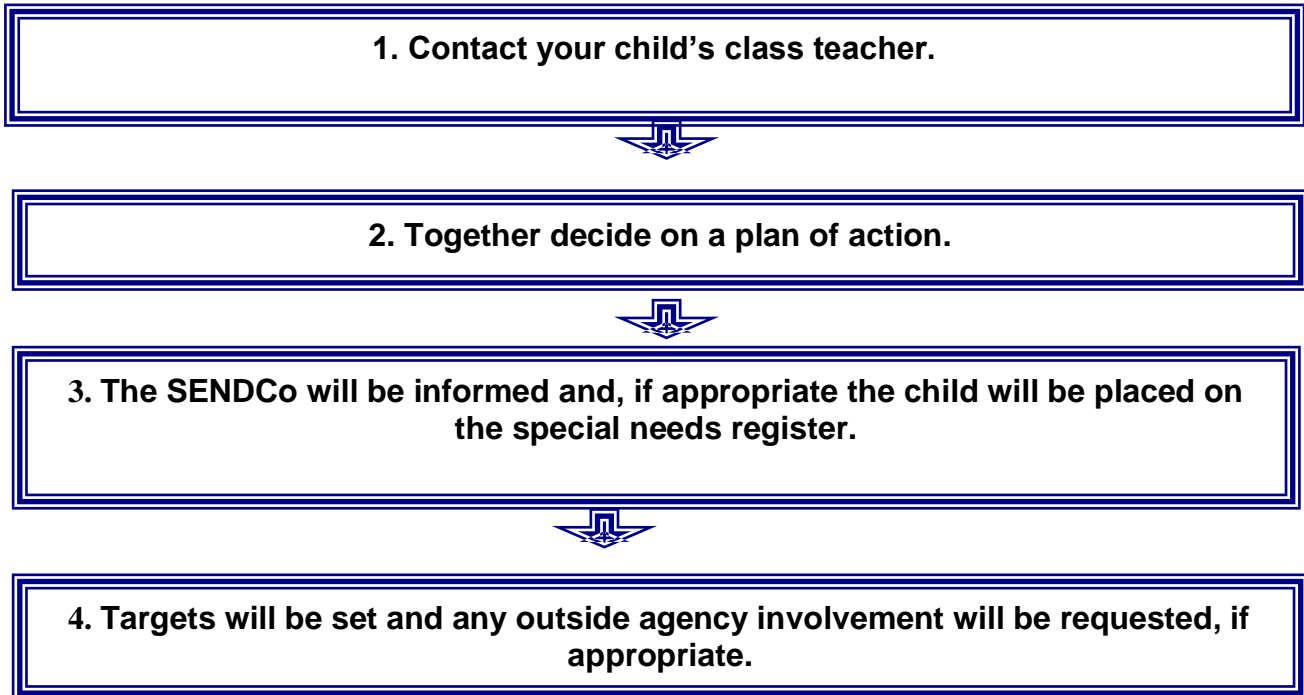
This type of support is available for children whose learning needs are:

- ❖ Severe, complex and lifelong.

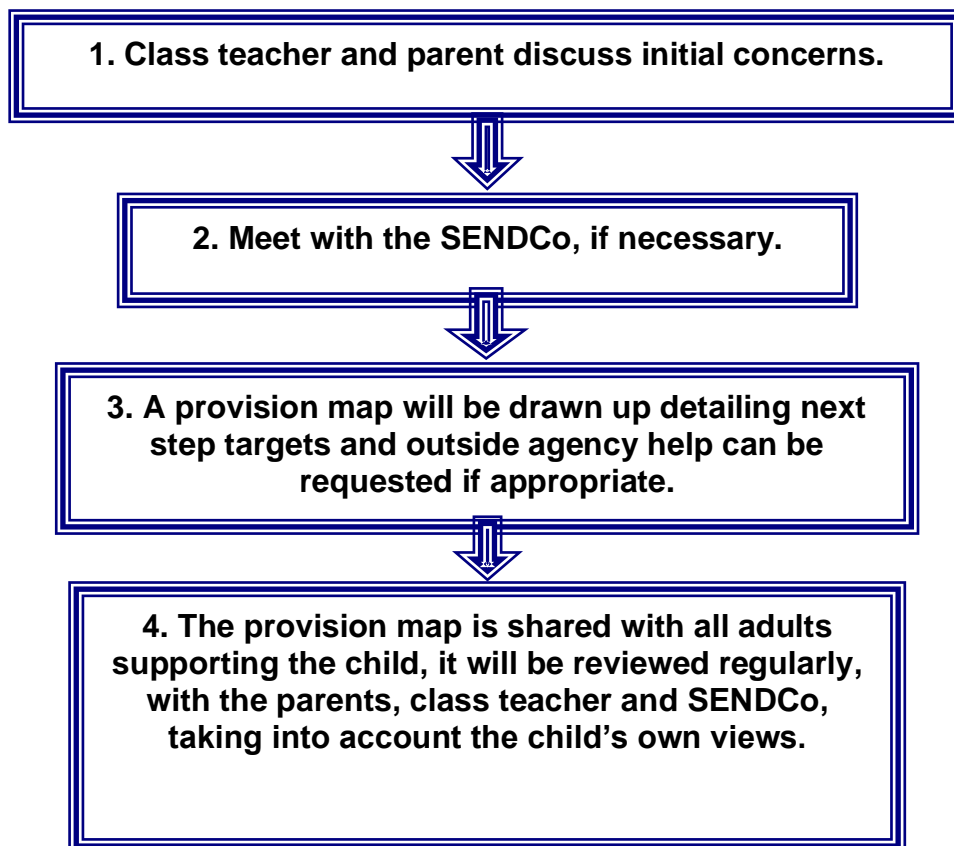
It must be stressed that anyone can request an EHCP. A parent or outside professional can complete the relevant forms, or can offer additional information to support a school's request.

Forms and more information can be found at: <https://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/education-health-and-careplans/>

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



2. How will the school respond to my concern?



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

Decisions are made based on both formal and informal methods including:

- ❖ Adult observations over a period of time (by class teacher, 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).

4. 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, other teachers, the SENDCo or agency support workers (see below for more details).

The process of providing support is:

Assess

Informally:

- ❖ Observation by class teacher, TA or Agency.
- ❖ Monitoring of any persistent difficulties with any area.

Formally:

- ❖ Guided reading
- ❖ Unaided writing
- ❖ Termly assessment week

Review

Parents will be invited in for reviews. Targets will be set at the review meeting and monitored by the class teacher in between review meetings, so please feel free to contact your class teacher at any time.

The review meetings will:

- ❖ Evaluate progress against the targets.
- ❖ Discuss the effectiveness of the current strategies.
- ❖ Plan the next steps –

Is further support still required?

Do we need to increase intervention?

Do we need to involve agency support?

What are our next steps?

Plan

Smart targets are created using information collected in the ASSESS part.

These could be using National Curriculum levels,

Academic targets could include:

- ❖ Speaking (pronunciation, understanding and using vocabulary)
- ❖ Listening (understanding and following instructions)
- ❖ Reading (decoding, comprehension, inference)
- ❖ Writing (sentence construction, punctuation, use of vocabulary)
- ❖ Maths (number recognition, counting, basic number facts)
- ❖ Interacting and working with others (working in groups)
- ❖ Independence and Organisation (working with limited adult support)
- ❖ Attention (focusing on a task)

Do

Intervention, using a range of different strategies to help your child to achieve their targets.

This could include:

- ❖ In class support - additional adults to support with following instructions, completing tasks.
- ❖ Small group - may be inside or outside of the class, useful in developing working relationships
- ❖ 1:1 support- may be in class or outside may be used for more individualised targets, reading, spelling, etc.
- ❖ Agency support - usually done in a small group with a specialist (see section 7)

The intervention is monitored and managed by the SENDCo through the 'Provision Map'.

The map includes information about:

- ❖ Group and 1:1 support for learning, personal and social and emotional development, and physical development (including fine and gross motor skills).
- ❖ Agency support.
- ❖ How often the intervention takes place and for how long.
- ❖ Data to track the effectiveness of the intervention.

The provision map is updated in each assessment period.

The children receive small group and 1:1 intervention such as: phonics, reading and spelling of key words, number recognition, basic number facts, punctuation, handwriting, times tables facts, physiotherapy and speech therapy programmes.

In addition to these individually tailored programmes the school runs small group intervention based on the following programmes.

| Cognition and Learning | Language and Communication | Personal Social and Mental Health | Physical Need |
|--|----------------------------|--|--|
| Precision Teaching RALT reading programme RALF reading programme Number Sense Numicon Reading Explorers | First Call ELKLAN | Social stories Small Group SEAL Feeling Detectives Drawing and Talking ELSA – Emotional Literacy Support Assistance | First Move Physio (as recommended by school Physiotherapist). |

5. Who will support my child in school?

Many people may be involved in providing support for you child, these may include:

| Who? | How and Why? |
|------------------------|--|
| Class Teacher | Setting targets based on you child' needs Is responsible for ensuring intervention is provided and that its effectiveness is monitored. |
| SENDCo Stewart Cook | Supports with effective target setting Monitors effectiveness of intervention through the provision map Referral (as required) to external agencies Leads meetings preparing and completing relevant paper work. |
| Teaching Assistants | Provide support in small groups or 1:1 inside the classroom as required Provide support in small groups or 1:1 outside the classroom Work as directed by the class teacher to support the targets set. Provide additional support such as: scribing, handwriting practice, extra reading practice, spelling support, maths support. |
| Midday Supervisors | Monitoring and supporting the personal, social and emotional needs of your child through playground games, initiating play, help forming friendship groups. Work as directed by the class teacher to support any relevant targets. |

| | |
|---|--|
| Administration Team Miss Sharon Smith Mrs Carol Kirby | Keeping central records up to date as directed by the SENDCo. |
| Additional External Agency Support | Detailed list in section 7 As required Completing observations or assessments to support identification of needs and suggest strategies for supporting your child. Support with target setting Involved in the review process and deciding next steps. |
| SEND Governor Mrs Bethany Martin | Overseeing the provision for SEND |

Allocation of Resources - SEND Funding

A proportion of the school budget is allocated to Special Needs staffing and equipment. Increases reflect school improvement priorities and levels of funding. The school budget will support Standards Fund and SEND allocation in the employment of Teaching Assistants.

Resources used by children having special educational needs are available within the classroom and shared resources are centrally stored. Following an audit of need, money may also be spent on further additional resources, staffing costs and time allocated to the SENDCo to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENDCo and further referred to the School Business Manager.

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

Staff have completed regular and updated training for the following:

- ❖ Safeguarding
- ❖ First Aid
- ❖ Autism Awareness
- ❖ Precision Teaching
- ❖ Paired Reading
- ❖ Dyslexia Friendly Classrooms.
- ❖ E-Safety training
- ❖ Epien training

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

We have bought into a range of external specialist agencies to support your child if required.

| Agency | Support Available | Age of Children |
|--------|-------------------|-----------------|
| | | |

| Staff | Qualifications/ Experience |
|----------------------------------|---|
| Mrs Sarah Woolley (Head Teacher) | Child Protection, Early Help Assessment/ Team around the Child. National SENDCo award (masters level) |
| Mr Stewart Cook (SENDCo) | National SENDCo award (masters level) |
| Reviewed September 2024 | |

| | | |
|--|---|----------------|
| Specialist Teaching Service | Observations of children in school settings, advice and strategies to support child's needs. Target setting advice and support. Assessment of child's strengths and difficulties, identification of helpful ways of learning for individual children. | Year 2 upwards |
| Behaviour Outreach Support Service | Observations of children in school settings, advice and strategies to support child's needs. Target setting advice and support. | All Ages |
| Working Together Team/ Autism Outreach | Observations of children in school settings, advice and strategies to support child's needs. Target setting advice and support. | All Ages |
| S.A.L.T | Assessment of speech, language and communication difficulties, direct teaching and/ or setting of programmes. Advice and support as appropriate. | All Ages |

Referrals can also be made to:

- ❖ Paediatrician (subject to an 18 week waiting time)
- ❖ Family Support worker (to support with issues impacting your child and family)
- ❖ Child and Adolescent Mental Health Service (CAMHs)
- ❖ Education Welfare Service.

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

Pastoral and social support:

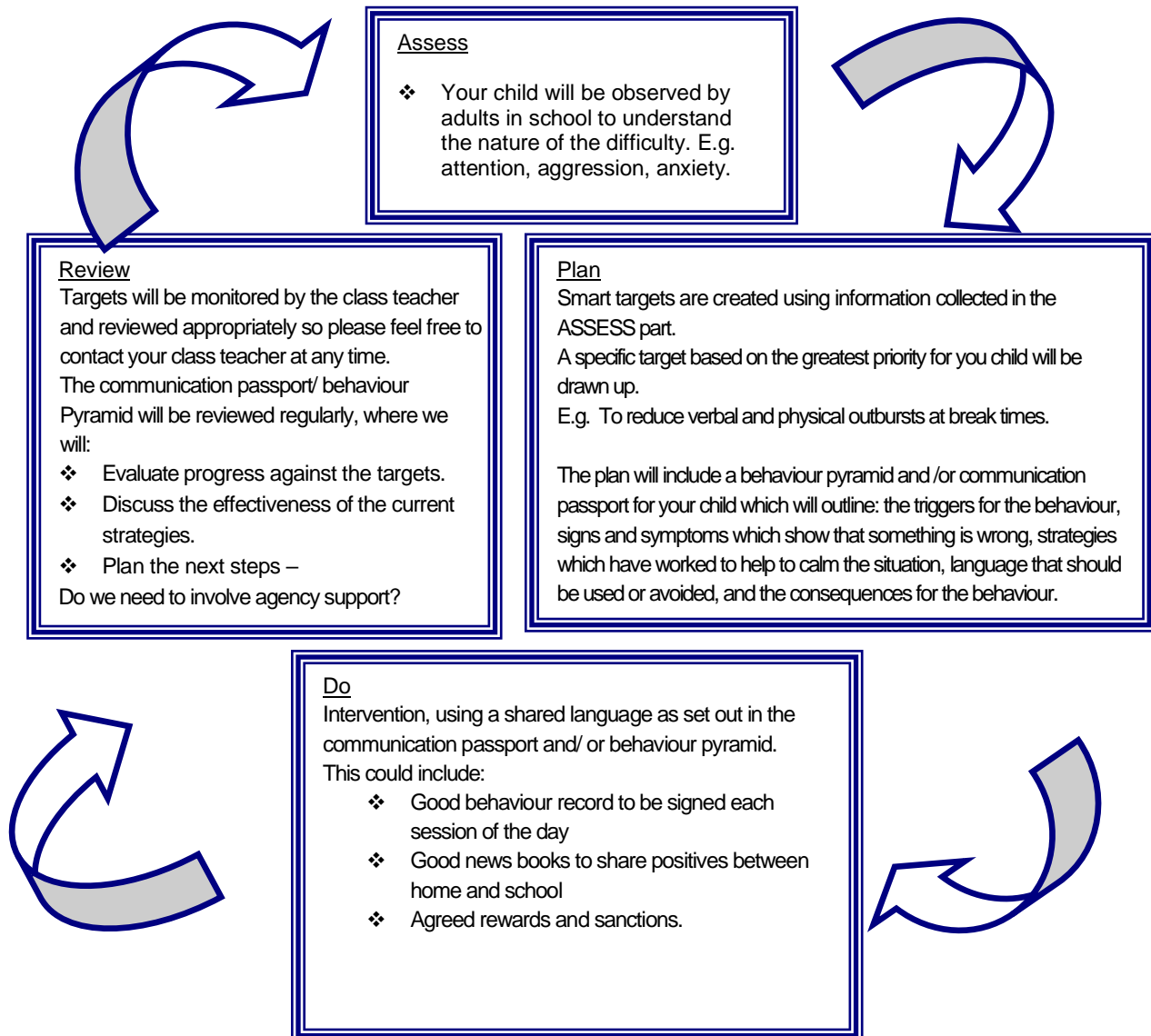
- ❖ Teachers, teaching assistants and midday supervisors build up strong relationships with children to support their emotional needs.
- ❖ All incidents are communicated to the relevant members of staff and recorded as appropriate on incident forms.
- ❖ All child protection issues will be reported to Sarah Woolley (Head Teacher) or Stewart Cook (Assistant Headteacher/ SENDco)
- ❖ We have a clear behaviour policy which is adhered to by all staff (please visit the school website for a copy).
- ❖ Intervention for personal, social and emotional development are planned for appropriately across the school. The content of this will vary dependent on the needs of the children. Stories, circle time social stories, small group SEAL, and sharing experiences form a central part of the work.
- ❖ Circle time and or SEAL sessions happen in every classroom to promote speaking, listening, empathy, working together, turn taking and following social rules.

Medical needs

- ❖ If your child has specific medical needs then please contact either your class teacher in the first instance who will inform the SENDCo, so that appropriate plans can be put into action.
- ❖ If needed a 'care 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.
- ❖ Should your child suffer from allergies and requires inhalers these will be kept in your child's classroom in a labelled box, Epipens are kept in the First Aid room; both are carried by staff when visits off the school site are made. All staff have regularly updated training in the use of this equipment.

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:



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

The children will be involved in all stages of the SEND process.

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

If your child has been identified with a special educational need they will often require reasonable adjustments to be made to the curriculum and may need support which is 'additional to' or 'different from' the rest of the class. This does not mean that you child will be taught outside of the classroom or that they will not access the same provision as the other children, it means that the

| | |
|-----------------------------|--|
| Review Meetings | Your child will be asked for their views on school and their learning, how they feel they are doing with their targets and what they feel they would like to achieve next. These views will be recorded. |
| Continuity of staff | As far as possible your child will be supported by the same staff member(s) so that an effective relationship can be built. |
| Ongoing monitoring of views | During intervention your child's views about their learning will be regularly discussed and this will help to inform future intervention planning. |
| Use of social stories | Social stories will be written and shared with your child, if appropriate, to help them to understand social situations, manage their behaviour and encourage acceptable ways to share their anxieties. |

staff in the school will provide a range of different strategies, equipment and support in order that your child can learn in the way that is best suited to their needs.

We provide this in many different ways including the use of:

| | | | |
|---|---|--|---|
| I.C.T to present work e.g. hand held technologies and laptops used for recording work talking postcards for rehearsing sentences. | I.C.T to support learning e.g. basic skills apps, phonics, maths, typing skills, and memory skills. | Drama Techniques e.g. hot seating, freeze framing, conscience corridors. | Thinking Skills e.g. thinkers keys, making links between different learning contexts. |
| Concrete apparatus e.g. practical resources in maths counters, cubes base ten apparatus. Magnetic letters for spelling. | Talk Partners e.g. sharing ideas, peer learning and assessment | Visual Aids e.g. visual timetables, displays working walls word mats. | Seating Plans e.g. ensuring careful positioning on the carpet/ at tables or near adult support. |
| Different Groupings e.g. an opportunity to work in groups with others of the same or differing abilities depending on subject | School Council e.g. representing the class contributing ideas to improve school life. | Pre and over learning. e.g. the opportunity to learn key points or vocabulary before and after the lesson. | Topic based learning e.g. the opportunity to learn in a meaningful context and connect learning together. |

11. 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: | Details | Frequency |
|---|--|---|
| Review meetings | As stated in section 4 | Dependent on the needs of your child. |
| Assessment or observation feedback (Agency led) | To feedback an assessment report or observation either by the agency or the SENDCO. 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. |

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. 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:

- ❖ Our in house tracking system
- ❖ Early Learning Goals – for children working within the Foundation Stage
- ❖ Reading and spelling age assessments
- ❖ 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
- ❖ Individual targets – through a personalised plan.

These help to identify areas to target and support with advice on how to move your child forward. If it is felt your child is struggling to progress at an expected rate for *them* it may be necessary to move forward to formalise their needs through applying for an 'Education Health Care Plan'. This is a document that school has to legally follow. These will bring together the education, medical and social care needs (as appropriate) of your child.

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

We frequently use educational visits and residential trips to enhance the learning in the classroom and make it 'come to life'. We will always include your child on a visit, ensuring any specific needs they have are taken into account with our risk assessment. 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.

Our breakfast club and after school care is provided by Lea Pre School and Kids Club, please contact them with any specific issues on **01427 613193** or leapreschoolandkidsclub@gmail.com

14. How accessible is the school environment?

Frances Olive Anderson CE Primary School welcomes its responsibilities to promote disability equality according to the Disability Equality Duty and the Disability Discrimination Act (DDA) as a further positive step towards achieving equality for disabled pupils and staff across all areas of school life. We follow guidance advised in Section 69 of the Children and Families Act 2014.

We see this commitment as a key component in the ethos of our school and view the links with other equalities policies and practices as positive and informing. The school's current Accessibility Plan will sit alongside our Equality Information & Objectives Policy and Action Plan to ensure that both plans are mutually supportive. This can be found on the Parents page of our website under Policies.

www.olive-anderson.lincs.sch.uk

Our shared vision for the school is:

- to become a school fully equipped for 21st century learning, at the heart of our community, with children's health, education and care in reach of every family.

This applies to all children in our care, regardless of disability or other factors.

The aim of this scheme is to ensure that children and adults with disabilities are treated with respect and have their physical, sensory and communication needs met. The service they receive from the school should not be diminished, within the scope of what is possible and practicable, because they are disabled. 'Reasonable adjustments' will be made in order to achieve this. The school undertakes to raise awareness of this commitment with all stakeholders.

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

- ❖ Ramp access to all the classrooms (some of this is external).
- ❖ A disabled toilet.
- ❖ Classrooms are optimally organised for people with disabilities, as necessary;
- ❖ Support to communicate with English as an additional language (EAL) parents, would be provided by the Ethnic minority service.
- ❖ Access to ICT equipment (including iPads).

15. 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:

- ❖ Visit the nurseries to meet your child
- ❖ Receive and use relevant paperwork from the nursery, e.g. your child's learning journey, any SEND or medical information
- ❖ Arrange 2 visits before your child starts school, including opportunities for your child to meet some of the children currently in Reception
- ❖ Short visit days
- ❖ Meetings for parents with your child's class teacher before they start school
- ❖ Meet with children's key workers at discuss your child's individual needs
- ❖ Organise 'getting reading for school prep' at the Children's Centre
- ❖ Hold a 'welcome evening' in the summer term before they start, where you will meet your child's class teacher (and others key members of staff), get 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.

Transition between year groups also involves:

- ❖ Sharing of information between class teachers (including paperwork, successful strategies)
- ❖ Class swap days where your child will meet their new teacher
- ❖ Parent drop in sessions in the autumn term to meet your child's new teacher.

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 SEND. We will support you and your child by:

- ❖ Organising agency support for transition, e.g. Acorn Behaviour Service (linked to anxiety), Social Communication Outreach
- ❖ Provide information about the needs of your child to their transferring school through face to face meetings, paperwork, emails, 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
- ❖ Invite the SENDCo's from the secondary schools to come to the last review meeting of Year 6.

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

If you have any complaint regarding the way provision is made for your child please refer to the school's complaints policy which is available on our website www.olive-anderson.lincs.sch.uk or from our school office.

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

| 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 | |
| Think to Speak | 01522 253155 | www.think2speak.com |
| GAPS – Gainsborough Autism Parent Support | 01427 614583 | |

The Lincolnshire County Council Local Offer can be found at:
<http://www.lincolnshire.gov.uk/parents/support-and-aspiration/>

This contains information regarding the SEND provision across the county.

Additional information and support on all aspects of SEND for parents/carers can be found through: <http://www.lincolnshire.gov.uk/parent-partnership/>

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.
- ❖ Stewart Cook (SENDSCO) on stewart.cook@olive-anderson.lincs.sch.uk

Review

This guidance is monitored by the Head teacher and staff and shared with governing body. It will be reviewed in **September 2025** or earlier if necessary.