

Lea Frances Olive Anderson (CofE) Primary School
SEN Local Offer



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

1. Contact your child's class teacher.



2. Together decide on a plan of action.



3. The SENCO will be informed and, if appropriate the child will be placed on the special needs register.



4. Targets will be set and any outside agency involvement will be requested, if appropriate.

2. How will the school respond to my concern?

1. Class teacher and parent discuss initial concerns.



2. Meet with the SENCO, if necessary.



3. An provision map will be drawn up detailing next step targets and outside agency help can be requested if appropriate.



4. The provision map is shared with all adults supporting the child, it will be reviewed regularly in class and formally 3 times per year, with the parents, class teacher and SENCO, taking into account the child's own views.

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, you 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 SENCO 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 every 3 months. 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?

Plan

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

These could be using National Curriculum levels, PIVATs (P Scale – pre national curriculum).

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 SENCO 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 intervention 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	First Call ELKLAN	Social stories Small Group SEAL Beacon Clubs	First Move

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.
SENCO Stewart Cook	Supports with effective target setting Monitors effectiveness of intervention through the provision map and IEP's 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 on the IEP. 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, helping forming friendship groups. Work as directed by the class teacher to support any relevant targets.
Administration Team Mrs Kaye Champkins Miss Sharon Smith Mrs Carey Hearn	Keeping central records up to date as directed by the SENCO.
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 Governors Mrs Mel Arnold	Overseeing the provision for SEN

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

Staff	Qualifications/ Experience
Mrs Sarah Woolley (Head Teacher)	Child Protection, Early Help Assessment/ Team around the Child. National SENCO award (masters level)
Mrs Clare Douce (Deputy Head Teacher)	Child Protection
Mr Stewart Cook (SENCO)	National SENCO award (masters level)

All 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
- ❖ Epiipien training

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

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

Agency	Support Available	Age of Children
Educational Psychologist	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 supporting individual children.	All Ages
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
Lincoln Teaching and Learning Centre	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:

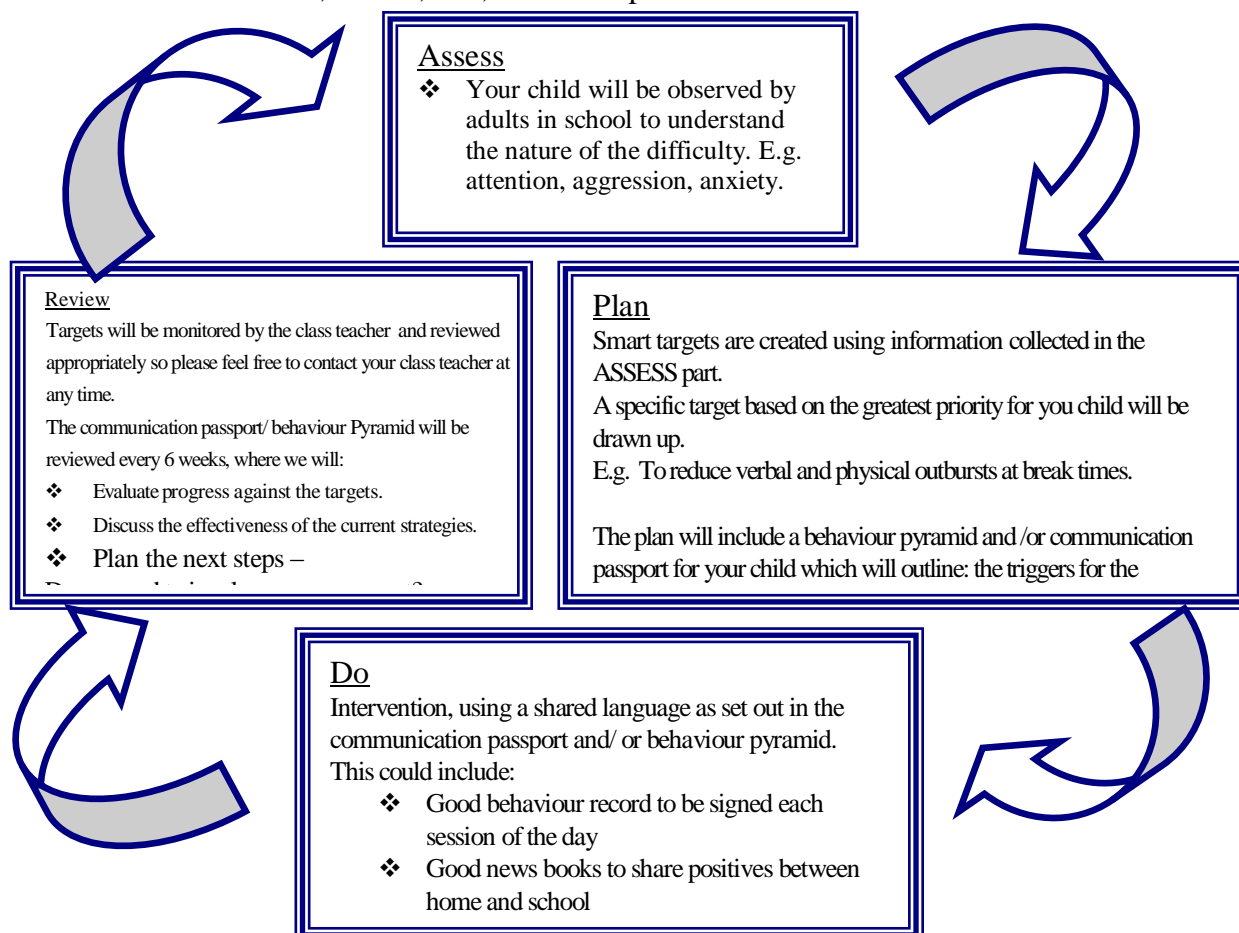
- ❖ Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs.
- ❖ All incidents are communicated to the relevant members of staff and recorded as appropriate on incident forms.
- ❖ All child protection issues will be reported to Sarah Woolley (Head Teacher), or Clare Douce (Deputy Head Teacher).
- ❖ 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 SENCO, 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 or an epipen these will be kept in your child's classroom in a labelled box and 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:



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 on their target sheet.
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 SULP	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.

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 SEN process and will have their views shared on their Pupil Passports.

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 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:

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

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: Opportunity	Details	Frequency
Review meetings	As stated in section 4	Every 4 months
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

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
- ❖ P Scales (PIVATs) – steps before the National Curriculum for children in Year 1 and above
- ❖ 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 have 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 trip?

We frequently use educational visits and residential trips (in Year 5 and Year 6) 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](tel:01427613193) 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 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 be included within the Disability Equality Scheme (DES) to ensure that both plans are mutually supportive.

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 access the school facilities we have:

- ❖ Ramp access to all the classrooms.
- ❖ 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)

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:

- ❖ 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 2 visits before your child starts school, including opportunities for your child to meet some of the children currently in Reception
- ❖ Short visit days
- ❖ Parents meetings 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 peep' 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 SEN. 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 SENCo'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

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	
Sunflower Counselling	07806 327563 (Becky)	www.sunflower-counselling.co.uk

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?

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

- ❖ Your child's class teacher as first point of contact.
- ❖ Stewart Cook (SENco) on stewart.cook@olive-anderson.lincs.sch.uk