



New York Primary Federation  
*Federated with*  
Frithville Primary Federation

## **SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT**

### **Introduction**

Across the federation we aim to enable every individual regardless of ability to achieve their full potential. We provide quality teaching and a secure learning environment in which children can prepare for future life. Many steps are taken to support them through their learning journey and there are occasions when further additional support may be needed to help them achieve their goals.

This document outlines the resources and support available in school to help children with SEN.

### **Roles and Responsibilities**

Our SENCO is responsible for the operation of the Special Educational Needs and Disabilities Policy and co-ordination of specific provision made to support individual children with SEN.

Special Needs Co-ordinator: Mrs D Frost-Phillips

Special Needs Assistant: Mrs K Conley

Special Needs Governors: Mr G Curley & Mr B Foster

### **Key Questions**

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

The class teacher is the initial point of contact for responding to parental concerns.

If you feel these need considering further please contact Mrs Frost-Phillips the SENCO

#### **How will the school respond to my concern?**

The class teacher will listen to your concerns and discuss the situation. If a longer meeting is needed this will be arranged. Your concerns will then be looked into over an agreed period of time and information shared between school and home. A follow up meeting will be arranged to discuss the next steps.

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

The decision will be made by the class teacher in discussion with the SENCO and based on evidence of your child's personal and academic progress through termly tracking. The following indicators may be taken into account:

- limited progress is being made despite quality first teaching
- there is a change in the pupil's behaviour or progress
- As a result of assessments by teachers and outside agencies.
- Concerns are raised at a pupil progress meeting held each term. This is a meeting where the class teacher meets with the senior leadership team to discuss the progress of pupils in their class. This shared discussion helps to highlight potential problems and gives chance for further support to be planned.

You and your child will be involved in deciding the next steps, and in setting targets to support your child.

### **What will the school do to support my child?**

If it is felt that a pupil needs extra support then we will agree on specific targets for your child to work towards. These will be recorded on either an Individual Education Plan (IEP) or on a Support Plan and additional support will be organised by the class teacher. This could be individual work, small group work or the use of specific resources.

If needs relate to a more specific area of their education e.g. numeracy or literacy skills then the pupil will be placed in small focus intervention groups run by the class teacher or teaching assistant. These intervention groups will be recorded on the school's provision map and evaluated regularly.

If further support is still needed for example expert support from an outside agency, then the SENCO, parents and class teacher will together put forward a referral. After a series of assessments by the requested agency a programme of support is then usually provided.

### **Who will support my child in school?**

Your child will be supported by:

- The class teacher
- Additional adults working within the classroom (Teaching Assistants – TAs and Higher Level Teaching Assistants – HLTAs)
- Volunteers who listen to children read or support in class
- Specialist teacher
- Outside agencies as appropriate but this will be discussed and agreed on an individual basis as required.

### **What training and experience do staff have for the additional support my child needs?**

Across the federation we have members of staff who have received the following training related to SEND:

- Epipen training delivered by the school nurse.
- Eiklan Speech and language course led by Speech and Language Therapy team.
- Autism awareness led by the Educational psychologist (EP)
- Precision teaching delivered by the EP
- PIVATS training delivered by the EP. PIVATS are small step targets that can be used to show a measure of progress for children with SEND.
- Grief & Loss, mentoring & absent parents
- Moving & Handling
- Specific learning difficulties
- TELL phonics intervention (Tiers 1 to 4)
- English as an Additional Language
- Paediatric First Aid and specific diabetic/ epilepsy training
- Child Protection
- Support for spelling punctuation and Grammar
- Self esteem
- Dyslexia

Mrs Frost-Phillips has gained the qualification 'National Award for Special Educational Needs Co-ordination' and a postgraduate certificate in Specific Learning Difficulties (Dyslexia including AMBDA).

### **Who else might be involved in supporting my child?**

At times it may be necessary to consult with outside agencies for expert guidance and support. The following are some of the agencies that support the school:

- Specialist Teachers

- Educational Psychologist
- Child & Adolescent Mental Health Service (CAMHS)
- Social services
- Children's therapy Team (Speech & Language/ Occupational Therapy)
- Paediatricians
- School Nurse
- EBSS
- Social and Communication Outreach Teacher
- Grief & Loss

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

The emotional and social well-being of your child is of great importance to us. The school offers a wide range of pastoral support for pupils who are encountering emotional difficulties including:

- Members of staff available for pupils who wish to discuss issues and concerns
- Where appropriate, additional intervention will be organised to help your child's emotional and social development. We use programs such as Talking Time, Talking Together, Talk About, Social Stories and Socially Speaking.
- We work closely with outside agencies to support children with emotional and behavioural needs.
- The school rules, including rewards and sanctions, are used consistently to support children's behaviour.

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

Your child will be asked to contribute to the 'plan, do, review' cycle at all stages. His/her views will be taken into account at the review meetings.

Pupils will be involved in all IEP meetings where they are able and it is felt appropriate. If a child is not able to be present or it is felt that it would not be suitable for them to be present then the teacher or TA will discuss the issues to be raised with the child and feedback at the meeting on their behalf.

Pupils will be given several ways of providing feedback. For younger/less able children this may be in picture form or smiley faces. For older children this is more likely to take on an informal discussion and may use questions asking them to rate things on a scale of 1 - 10.

### **How will the curriculum be matches to my child's needs?**

Our curriculum is creative and has a strong practical element, enabling children of all abilities and needs to access the curriculum and to be supported and challenged. The following adjustments also take place:

- Work will be differentiated by the class teacher to enable all children to access the curriculum at an appropriate level.
- Teaching Assistants may be allocated to work 1 - 1 or with a small focus group to target more specific needs and Specialist equipment may be given to the child to use in class if appropriate e.g. pencil grips, easy grip scissors, writing slopes etc.
- ICT is used regularly, including the use of iPads to enhance our curriculum.
- Classroom layouts, including seating and arrangements, displays and groupings of children support each child's individual needs.

If a child has been identified as having a special need, then the SENCO will put together an Individual Education Plan in collaboration with the child, parents and teacher. This will set out targets according to the child's area of need and extra provision will be put in place in terms of group or individual intervention with a teacher or TA to help your child meet these targets.

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

Class teachers normally bring children out to the gate at the end of the day, providing an opportunity for brief informal conversations with parents.

You will be able to discuss your child's progress at Parents' Evening or IEP review meetings if your child has been identified as having a special educational need, both of which are held three times a year

Appointments can be made to speak in detail to the class teacher of the SENCO by contacting the school office. In some instances (when agreed by school and parents) a home-school book or a reward chart may be used to assist the home-school partnership for the benefit of the child.

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

We track all children's progress on a termly basis. We measure the amount of progress children make over the year, and how their attainment compares with age related expectations and their targets.

For children in Reception we assess children using the Early Learning Goals.

For the majority of children in Years 1-6 we assess using the National Curriculum levels. Any children working significantly below age expectations are assessed using PI VATS (Performance Indicators for Value Added Target Setting). This enables us to measure small steps of progress, and set appropriate specific targets.

We assess children using standardised assessments, teacher assessments and observations which inform Assessment for Learning. All of which are used to provide a clear and detailed picture of your child's progress and attainment.

All children have individual targets to support them in their next steps of learning.

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

We have a regular programme of school visits which relate to the current topics and curriculum areas. We always ensure that we have enough adults on trips to enable all children to take part. Where necessary 1 to 1 support is provided, risk assessments are carried out and procedures are put in place to enable all children to participate

**How accessible is the school environment? How accessible is the curriculum?**

There are ramps into school and the ground floor has wide opening doors for wheelchair access to make the ground floor accessible to all (access is through the playground). We also have a disabled toilet and shower facilities available.

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

We carry out several steps in preparing for children joining us in reception including:

- discussions with the previous setting
- transition or visit sessions of varying lengths and over a varying duration depending on individual need
- staff available to meet with parents to discuss any queries prior to their child joining the school
- SENCO and class teacher where possible and as appropriate to attend summer SEND review meeting at feeder setting.

If it is felt that your child would benefit from a more personalised transition programme we are happy to work with you to organise this.

For children joining at other times of the year or in other year groups we encourage you to look round, and if possible for your child to spend an afternoon in their new class getting to know the adults, the other children and our routines.

### **How will the school prepare and support my child to transfer to a new setting/school?**

We work closely with the schools the children move on to. The local secondary schools organise transition events and taster days and also work with our staff to share relevant information about children. Secondary school staff try to visit pupils prior to them joining their new school

Mrs Frost-Phillips and Class 2 teacher liaise with the secondary SENCO to pass on information regarding SEN pupils. Where a pupil may have more specialised needs, a separate meeting may be arranged with new setting. This may take place at the child's SEN review if appropriate

### **How can I be involved in supporting my child?**

We encourage all parents to be actively involved in their children's education. Your child will bring their reading book home each day which we encourage you to read with them. He/she will also receive homework once a week.

The class teacher may also suggest ways of how you can support your child and suggested activities are often included on a child's IEP for you to try at home.

Outside agencies may be able to offer activities and strategies of support to be used at home.

All parents are strongly encouraged to attend parent meetings/ IEP review meetings. If parents are unable to attend a review meeting they are strongly encouraged to respond in writing with feedback on their child's progress and suggestions that could be incorporated into their IEPs.

### **How can I access support for myself and my family?**

If you feel you need further support please speak with Mr Bargh (Head Teacher) who will advise you on whom to contact.

You can also contact Additional Needs at Lincolnshire County Council on 01522 553332 or Parent Partnership Service on 01522 553351

### **Who can I contact for further information?**

If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with Mrs Frost-Phillips, the SENCO.

Tel: 01205 280320

Email: donna.frost-phillips@newyork.lincs.sch.uk