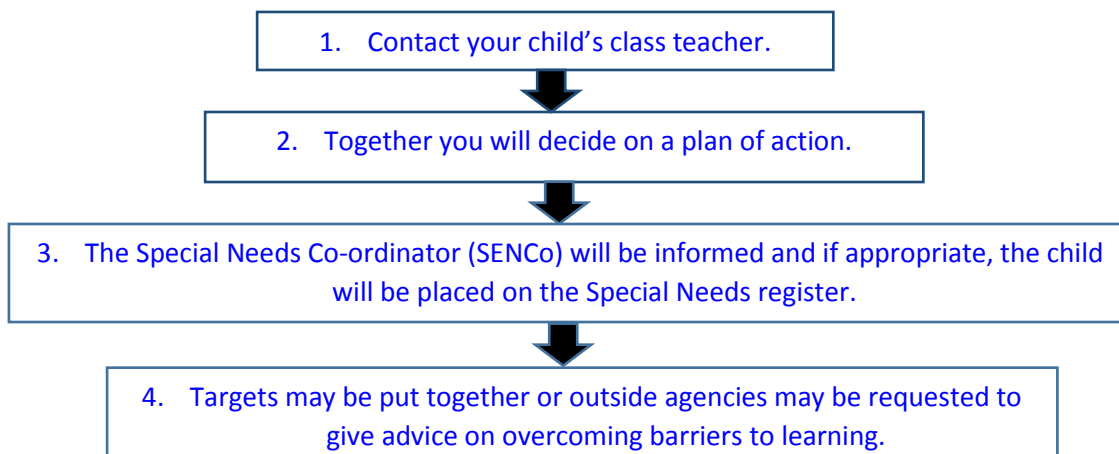


Special Educational Needs & Disability (SEND) Information Report

At Ancaster Church of England Primary School, we are dedicated to the principle of encouraging, supporting and enabling ALL children to be the best that they can be.

1. What should I do if I think my child has special educational needs (SEN)?

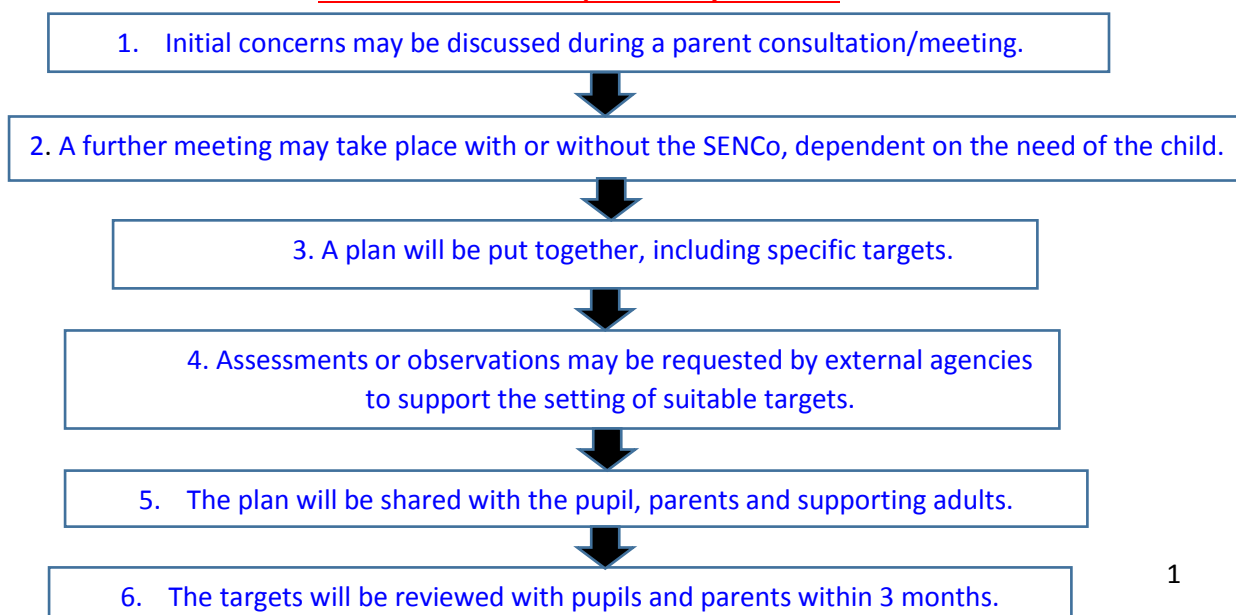


Rachel Tomlinson
SENCo



Sally McDowall
SEND Governor

2. How will school respond to my concern?



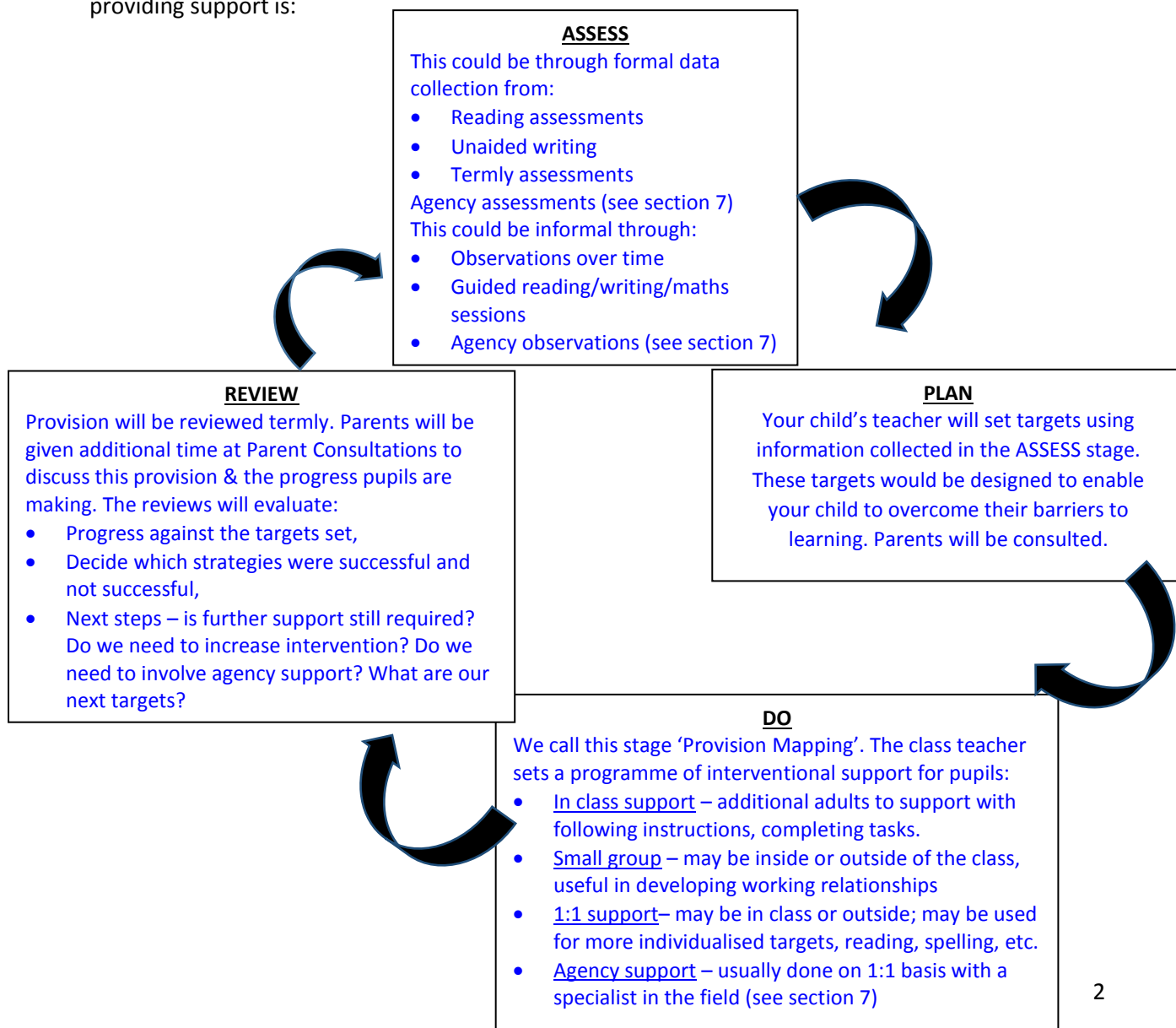
3. How will the school decide if my child needs extra support?

Decisions would be 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 of pupil progress (collected, analysed & shared with parents every term). If children are not making good or better progress we will change what we are doing to make sure they do, providing additional or different support immediately.
- Pupil discussions – do they find something challenging? (This could be academic; with their communication; socially, emotional or behavioural issues; additional physical challenges). Pupils will always be involved in this process.
- In parent discussions (as detailed above). Parents will always be involved in this process.

4. What will school do to support my child?

Your child's targets will be set and their progress monitored by their class teacher, who will get support from the Head Teacher & SENCo. However, they may receive support from Teaching Assistants, other teachers or agency support workers (see below for more details). The process of providing support is:



Intervention is managed and monitored by the SENCo through

the 'Provision Map' for each year group. It includes:

- The different intervention groups for learning, personal, social, emotional, and physical development for each year (which will vary dependent on the needs of the children)
- Who is responsible for delivering the intervention
- When and how often the intervention will take place
- Resources required for the intervention
- Data to track the effectiveness of the intervention

Interventions are planned by class teachers/TAs and will be updated three times a year.

Most targets for Provision Mapping are set and materials developed to meet the child's specific needs. We carefully tailor programmes to meet these needs. Some of the interventions we used are from published programmes, some of these that we offer are:

Cognition and Learning	Language and Communication	Personal, social and mental health	Physical need
Wellcom (<i>Language Programm</i>) Toe by Toe (<i>reading/ writing & maths</i>) Beat Dyslexia (<i>reading, spelling and handwriting</i>) <i>record a sentence</i>) Sound Beginnings (LDA) OWL Reading Recovery Programme Theodorescu Write From The Start (Handwriting) Springboard (KS2 maths program) Steps To Success In Math: Securing Progress for All Children (Yr3-6) Box Dictation (<i>Spelling materials</i>) Nessy	First Call Talk time (<i>encouraging the use of vocabulary</i>) Semantic Links Language In Pictures (Black Sheep Press) Speech Therapy Programmes (With a Speech Therapy Assistant or teaching assistant in school)	Social Stories Circle-Time Activities Circle of Friends	Physiotherapy (following programmes set by Physiotherapists) We support pupils with medical needs following guidance from relevant medical practitioners (E.g. diabetic nurses...)

5. Who will support my child in school?

Many people may be involved in providing support for your child. These may include:

Who?	How and Why?
Class Teacher	Sets targets based on your child's needs Will be ultimately responsible for ensuring the intervention is provided and its effectiveness monitored
SENCo (Rachel Tomlinson)	Can support teachers with effective target setting Monitors the effectiveness of intervention groups through the use of provision maps for each year group May complete referrals to agency support (e.g. for Speech Therapy, to identify specific learning needs, with monitoring/ advice from an Educational Psychologist) Will coordinate the list of children in school with additional needs & physical disabilities (SEND Spectrum) Will lead review meetings and complete relevant paperwork
Headteacher (Sam Eden)	Oversee the provision for all SEND pupils and line manage the work of the SENCO. Coordinate Assessment of all pupils including those with SEND to ensure that provision matches needs and progress is being made in line with targets set.
Teaching Assistants (in class)	Day to day support within the classroom within class tasks (maybe 1:1 or in a small group) May provide monitoring of physical needs (blood sugar levels, toileting requirements) May provide additional intervention, e.g. handwriting, additional reading, scribing in writing, basic maths practise) Directed by the teacher to support the targets set
Teaching Assistant (Interventions)	Providing support for reading, spelling, memory games, structured programmes (Toe-By-Toe, Beat Dyslexia etc...), basic maths skills either through 1:1 or small group work Directed by the teacher to support the targets set
Midday supervisors	May provide support for monitoring and supporting personal, social and emotional needs of your child through playground games, initiating play, monitoring progress in a specific area (e.g. forming friendship groups) May provide monitoring of physical needs (blood sugar levels, toileting requirements) Directed by the teacher to support the targets set
Additional agency support	See section 7 for detailed list May complete assessments or observations to support with further details regarding your child's need Will support with target setting Will be involved in the review process and deciding next steps
SEND Governor	Overseeing the provision for SEN Supporting the SENCo in her role.

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

All staff are trained in:

- Safeguarding
- Understanding and managing behaviour
- First aid
- Positive handling & de-escalation techniques

Specific training is detailed by the SENCO and Headteacher to ensure that the needs of all pupils are met by the teaching staff and support staff.

7. Who else might be involved in supporting my child? We work with a range of support agencies who offer advice, assessment, monitoring and staff training :

Name	Agency	Time in school	Support available	Age of children
Sarah Cooper	Educational Psychologist	3 planning meetings a year plus observations & parent meetings.	Assessment for learning; personal, social and emotional needs Observations/monitoring Target setting Support with paperwork	All ages
Debra Newnham-Winton	Specialist Teaching Service	Termly: 5 hrs	Assessment for learning difficulties (including the identification of dyslexia) Observations to support with learning behaviour Target setting Training of staff	Year 2 and KS2
Speech and Language Therapy		3 times a year	Assessments of speech difficulties and language acquisition Direct teaching	All Ages
Zoe Fielding	Working Together Team (WTT)	As required	Assessment for learning difficulties (for children with Social Communication Needs) Observations to support with learning behaviour Target setting Training of staff	
Marzena O'Keefe	Teacher for Visually Impaired Children	As required	Advice and support for children, families & school staff Provides specialist equipment for children to use Monitoring/setting targets Writing reports.	All ages
John Gowans	Specialist Nurse Trainer for Children with Disabilities	As required	Advising schools on procedures Training staff and signing staff off as safe to carry out intimate care Writing Health Care Plans	All ages
Bev Simmons	Children's Diabetes Nurse	As required	Writing Health Care Plans Advising & training staff	All ages

We can also make referrals to:

- Family Action workers (to support with issues impacting on your child and the family)
- Child and Adult 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:

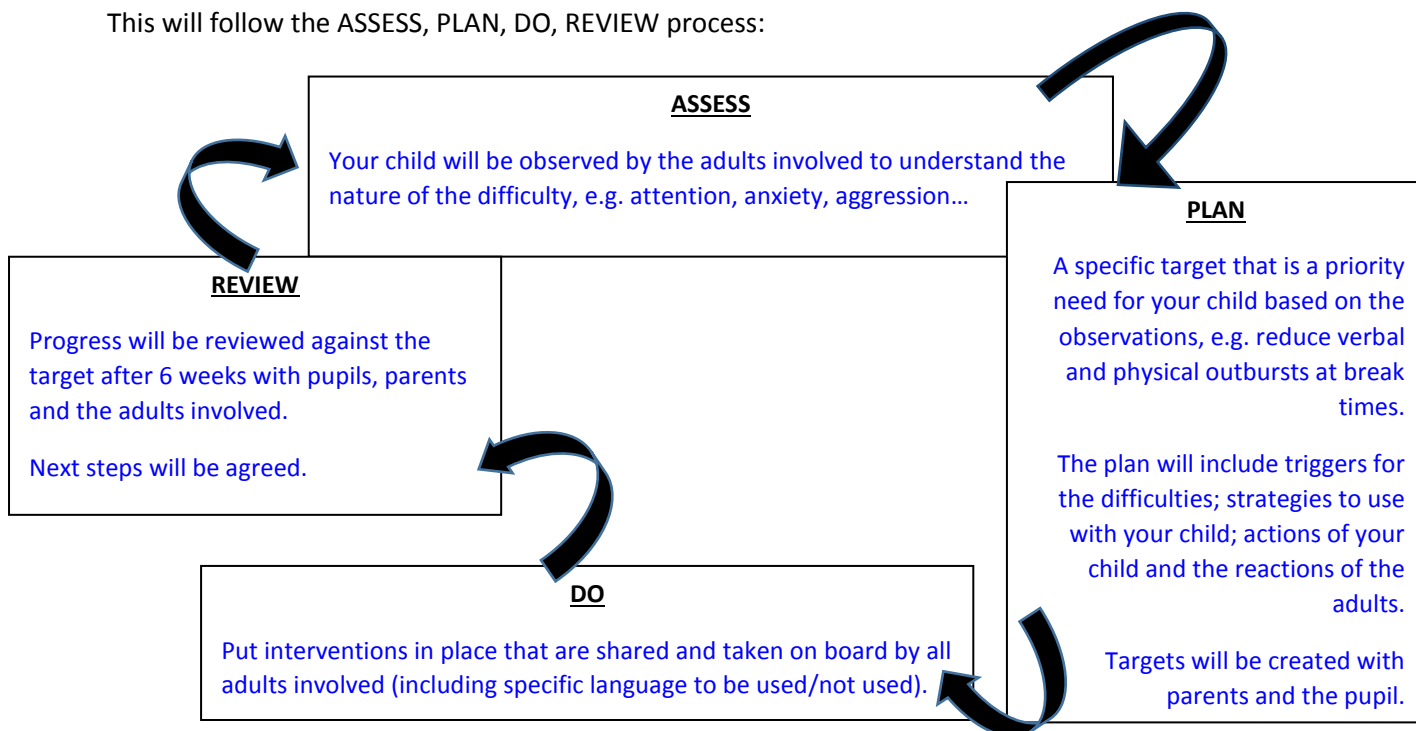
- Teachers, Teaching Assistants and Midday Supervisors build strong relationships with children to support their emotional needs.
- All incidents of children demonstrating that their emotional or social needs are not being met (for whatever reason) are communicated to the relevant members of staff and recorded on a 'green form'.
- All child protection issues will be reported to Sam Eden (Head Teacher) or Clare Talbot (Deputy Head Teacher)/Claire Owen (Deputy Safeguarding Lead). They will monitor the green forms & follow up any concerns that are necessary to ensure all children's needs are being met.
- We have a clear behaviour policy which is adhered to by all staff.
- Intervention for personal, social and emotional development can be planned for in children who require additional support. The content of this will vary dependent on the needs of the children. Stories, circle time and sharing experiences can help to support children.
- Circle time and focused PSHE occurs 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 your child's class teacher in the first instance, he/she will inform the SENCo so 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 Di Beard in the school office and complete a medicine administration form. All medicines will be stored centrally-the Medicines in School Policy which can be found on the school website details which forms and procedures will need to be completed.
- If your child is (or becomes) asthmatic please inform school immediately. We will require the appropriate asthma medication which will be kept with the child at all times.

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:



- If behaviour issues continue, despite intervention, a multi-agency meeting (including all adults and agencies involved) may be arranged to discuss next steps to avoid exclusion.
- Parents should aim to ensure their child’s attendance is above 95% (and closer to 97%+). School will monitor attendance regularly each half term and contact will be made where a child’s attendance falls below 90%. If concerns continue to arise regarding your child’s attendance, an Education Welfare Officer may be asked to become involved as per the attendance policy.

9. 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 their progress towards their targets, what strategies have worked well, what they think they may need support with next. Each year every child with additional needs will complete an Individual Education Support Plan (IESP) where they will review personal progress and evaluate their own support provision.
Continuity of staff	As much as possible, your child will be supported by the same adults so they can develop an effective relationship
Ongoing recording of views	Your child’s view will be recorded throughout the interventions to judge their engagement and progress. This will inform future planning.

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

If your child has SEN then they will require support that is ‘additional to and different from’ the rest of the class in some or all curricular areas (although it is rare for children to have a global need across the curriculum). This does not necessarily mean that they need to be taught outside of the classroom, it may simply mean that teachers need to ensure we use a range of different strategies to support the child’s learning. The could look as follows;



<p>Using ICT to record</p> <p>e.g. using speech to text app; alternatives to writing.</p>	<p>Using ICT to support learning</p> <p>e.g. basic skills apps; phonics; maths; typing skills; Nessy Games player.</p>	<p>Using drama techniques</p> <p>e.g. using hot seating, freeze framing; forum theatre.</p>	<p>Using thinking skills</p> <p>e.g. thinking hats; making links between learning in different contexts.</p>
<p>Using concrete apparatus</p> <p>e.g. practical resources in maths (cubes, 100 squares); magnetic letters for spelling.</p>	<p>Using of seating for learning</p> <p>e.g. careful positioning on the carpet/at tables; position near an adult.</p>	<p>Using of talking partners/trios</p> <p>e.g. sharing ideas; peer learning.</p>	<p>Use of visual aids</p> <p>e.g. visual timetables; displays; working walls; word mats.</p>
<p>Use of different groupings</p> <p>e.g. mixture of ability and mixed ability dependent on the subject.</p>	<p>Use of school council</p> <p>e.g. representing the class; contributing ideas to improve school life.</p>	<p>Use of pre-learning</p> <p>e.g. sharing key points of the learning prior to the lesson so your child is more prepared.</p>	<p>Use of curriculum focus weeks and talent days e.g. immersive learning in a focus topic, e.g. science, football, thinking skills; sharing and discovering talents.</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?

At Ancaster, we pride ourselves on our positive relationship with our parents as we understand you know your child best. The views of parents and children are central to the process of providing effective support. Opportunities for feedback include:

Opportunity	Details	Frequency
Review meetings	As stated in section 4	Annually
Assessment or observation feedback. Agency led, e.g. with Educational Psychologist, Speech Therapist or Specialist Teaching Service.	To feedback an assessment report or observation either by the agency or the SENCo, parents will receive paper copies of reports written & can discuss how these will impact in classroom practices with class teachers. If these are completed close to the review meetings, then feedback may be during this time.	Dependent on the need for the agency involvement
Target Trackers	We communicate your child's assessment levels in Maths, Reading & Writing 3 times a year. We target each child's progress & let you know if they have met/not met or exceeded their target.	3 x yearly

Parent consultations	If your child's targets directly relate to the classroom, e.g curricular, behavioural, for attention or organisation then these may be discussed during parent consultations.	Every 4 months
Parent Teacher Planning Document	Each year, at the end of Term 1, teachers will meet with parents to review progress. Children with any SEND will receive an additional time slot to discuss/ plan for the next academic year and set targets.	
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

Your child's teacher will always make themselves available to discuss any specific issues at an appropriate time. Please contact them to arrange a mutually convenient time.

The best way to contact teachers is via the school office or through email:

enquiries@ancaster.lincs.sch.uk

Mark each email for the attention of the relevant class teacher.

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

Teachers are constantly monitoring children's needs & assessing the progress made against learning targets. This is carefully managed across the school & monitored by the Senior Leadership Team to 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:

- National curriculum stages
- Our assessment tool in school (Assertive Mentoring) allows us to plot all steps of progress, no matter how small. So we can, at any point, get a clear overview of learning and easily plan 'next steps'.
- Development Matters for monitoring of development in Early Years and assessment against Early Learning Goals for children completing Foundation Stage
- Standardised assessments (completed by the 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 red/amber/green highlights in books so children can show how confident they are at particular tasks, thumbs up/down, use of talking partners etc 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 provide additional support through Provision Mapping (as outlined in section 4). If the process of providing additional support does not result in children making good or outstanding progress then we may seek the support/ advice of outside agencies to make further provision to support learning.

If children still fail to close the gap between their levels of attainment and levels of attainment expected by a child of their age then we will 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.

An Education Health Care Plan may, but may not, provide the school with some additional funds to support the targeting process it will outline.

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

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 and age 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.

Breakfast and After School Club is provided by Ancaster Village Nursery and ensures that we offer wraparound care from 7.45am to 6pm.

14. How accessible is the school environment?

We are a single story school with good accessibility for wheelchair users

We have disabled toilet facilities

We have a medical room provision with an adjustable medical couch

We have access to a range of computing 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:

- Send the Class Teacher & Teaching Assistant to 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 1 or 2 visits (depending on need) before your child starts school, including opportunities for your child to meet some of the children currently in Reception

- Organise two half day visits, so children can become familiar and confident in our setting
- Hold a 'Teddy Bear's Picnic' at school with for new families at the end of the previous summer term
- Meet with children's key workers at discuss your child's individual needs
- Hold a 'welcome evening' in the summer term before they start, where you will meet your child's class teacher (and others in the Key Stage 1 department), 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 mornings where your child will meet their new teacher
- Parent teacher consultations 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 a SEN or disability. We will support you and your child by:

- Organising agency support for transition, e.g. Speech & Language Therapy, Social Communication Outreach etc...
- Provide information about the needs of your child to their transferring school through face to face meetings between SENCOs, paperwork, emails, etc
- Additional preliminary visits to secondary schools during the preceding term.
- Invite the SENCOs from the secondary schools to come to the last review meeting of Year 6 or the Annual Review in Year five if a child has a statement of SEN or EHCP.
- Apply for Summer School access that some secondary schools provide as a transition device

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
- Support with homework tasks
- 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 etc

Parents are always encouraged to support within school through:

- Donating spare time, e.g. to listen to readers, support children with spellings
- Share your own talents, e.g. art, sports, cooking, sewing...
- Share your knowledge about your child, e.g. through review meetings, parent consultations
- Joining us to celebrate success, e.g. in class worship, performances, Sports' Day, school open days.

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	https://www.lincolnshire.gov.uk/parents/
Lincolnshire Parent Carer Council	0845 3311310	enquiries@lincolnshireparentcarercouncil.org.uk
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	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 by making an appointment at the school office or using the email address in section 11
- Rachel Tomlinson (SENCo) –via email at enquires@ancaster.lincs.sch.uk marking your email FAO Rachel Tomlinson (SENCo)

OUR MISSION STATEMENT

'To provide a safe, caring and stimulating environment where everyone can feel accepted, happy and reach their full potential.' Our school aims to create a positive experience that meets the needs of all members of the community, promoting Christian Values and Beliefs, as part of a high quality education.

OUR AIMS FOR YOUR CHILD

- To help each child to develop self-worth and respect for others
- To provide a secure, caring and enabling environment
- To help children to achieve their potential in terms of academic achievement and aesthetic appreciation
- To provide a broad, balanced curriculum through which children will develop a breadth of knowledge, skills and understanding
- To foster high expectations and standards
- To promote an awareness of God and celebrate the diversity of race and religion
- To equip children for the responsibilities and experiences of life, in partnership with parents/carers and the wider community.

Be the Best You Can Be!

Achievement Creativity Friendship Honesty Respect