



St Faith and St Martin Junior School

SEND Information Report: Our Commitment to Special Educational Needs and Disability

The school aims to meet the needs of each and every child, including those with Special Educational Needs and Disabilities so they may reach their full potential and enjoy their learning.

Parental Concerns	School's graduated response
<p>1. What should I do if I think my child has special educational needs? How will school respond to my concern?</p>	<p>If you are worried about your child's progress or development, your first point of contact should be your child's class teacher. We have an open door policy and we try to build relationships with you so that we can understand your child's needs. We can arrange a meeting to talk about your concerns in more depth. Depending on your child's needs, the SENCO (Special Educational Needs Coordinator) Miss Brighton may come along to the meeting and if there are significant concerns, your child may be put on the SEN register. The process of providing extra support is:</p> <div data-bbox="1153 837 1451 1109" data-label="Diagram"> <pre> graph TD Assess[Assess] --> Plan[Plan] Plan --> Do[Do] Do --> Review[Review] Review --> Assess </pre> </div>
<p>2. How will the school decide if my child needs extra support? How will my child be involved in the process</p>	<p>At school, we use different ways to ASSESS your child's strengths and difficulties, such as:</p> <ul style="list-style-type: none"> • Observations over time in a variety of different environments to get the whole picture of your child's development – this could be the teacher, teaching assistant, midday supervisors or the SENCO; • Assessment data and progress against national curriculum levels that are carried out termly; • Information from professionals involved with your child from outside of school; • Standardised assessments e.g. reading and spelling age assessments;

<p>and be able to contribute their views?</p>	<ul style="list-style-type: none"> • Assessment for learning used by the teacher and children in class; • Progress towards individual class targets. <p>The teacher and SENCO will talk to both you and your child about their strengths and any difficulties they are experiencing. The information gathered will help to identify if they have a special need in one or more of the following areas:-</p> <ul style="list-style-type: none"> • Communication and interaction; • Cognition and learning; • Social, emotional and mental health difficulties; • Sensory and/or physical needs; • Children with medical conditions also come under SEND. <p>For more information on these please see SEND Code of Practice pgs 97-98</p>
<p>3. How will I know what my child needs to work on?</p>	<p>Once we have a clear picture of your child’s needs, we can then PLAN the most important things your child needs to focus on in their learning. You and your child’s views about what support will work will make the plan more successful. Your child’s targets will be set, monitored and their progress reviewed by your child’s class teacher. The SENCO may be involved, depending on the needs of the child. Usually targets set could be to develop skills in the following areas:</p> <ul style="list-style-type: none"> • Speaking (pronunciation, understanding and using vocabulary); • Listening (understanding and following instructions); • Reading (decoding, comprehension); • Writing (sentence construction, punctuation, vocabulary, grammar); • Maths (counting, number recognition, mental recall of facts); • Cooperative group work and social skills; • Independence and organisation; • Attention (focus on a task). <p>These are shared with parents, pupils and supporting adults. The plan will outline how the staff will keep a record of your child’s progress and achievement.</p> <p>Where a child has a medical condition or physical needs, care plans are developed with health professionals, such as:</p> <ul style="list-style-type: none"> • Nursing teams e.g. diabetes or epilepsy; • Physiotherapy and Occupational therapy; • Speech and Language therapists; • In addition, the school can refer and liaise with community paediatricians and Child and Adolescent Mental Health Services.

4.
What will school do to support my child's learning and behaviour?

The planning stage will include what the school will **DO** to help your child to achieve their targets. Support is organised in a variety of ways:

- In class – the teacher and teaching assistant work together to adapt their teaching strategies and resources to help the child to be more involved with their learning;
- Small group – the staff might help a group of children in or outside the classroom on a particular area of learning;
- 1:1 – staff might work with your child in or out the classroom on a specific programme or activities tailored for them;
- Outside Agency – somebody from outside the school may come into school to work with your child.

This provision is recorded on provision maps, staff timetables and within child pupil profiles. This shows the activities planned for different groups of children for learning, personal, social and emotional development, and physical development e.g. motor skills. These can vary depending on the needs of the children. It will identify who, when and how often it will take place. Some of the programmes we have available in school to meet specific needs in groups and individually are:

Cognition and learning	Communication and Interaction	Personal, social and mental health groups	Physical need
<p>Toe by Toe – <i>multi-sensory phonic reading programme</i>; Hornet Literacy Primer Phonics & structure- <i>Basic Rules and Structures of English</i>; Word Wasp- <i>the Rules and Structures of spelling</i>. Plus 1 and Power of 2 – <i>basic maths skills</i>; Number Sense and Success at Arithmetic: <i>Research based interventions by Sheffield University</i>; Precision Teaching – <i>1:1 practice of basic reading, spelling and maths skills</i>;</p>	<p>Pre-teaching vocabulary groups; Colourful semantics - <i>grammar and sentence structure</i>; TalkTime – <i>confidence when talking in groups</i>; Socially Speaking – <i>social understanding</i>;</p>	<p>Positive play and group work skills – <i>making up games, making rules, fair play, positive relationships</i>; Managing feelings and problem solving – <i>recognising emotions and developing strategies to make good choices</i>; Pastoral support – <i>self-esteem and emotional wellbeing</i>; Circle of friends and peer mentoring – <i>peer supported social integration</i>.</p>	<p>Motor skills – <i>gross and fine motor coordination</i>; Handwriting; T Physiotherapy programmes.</p>

	<p>Beat Dyslexia – <i>reading and spelling</i>; 5 minute box – <i>early reading and spelling skills</i>. Read Write Inc. 1:1 tutoring box- <i>Phonics for reading development</i></p>				
<p>If your child has specific difficulties with behaviour they may have a Pastoral Support Plan. This will follow the ASSESS, PLAN, DO, REVIEW process:</p> <ul style="list-style-type: none"> • Your child will be observed by the adults involved to understand the nature of the difficulty e.g. attention, anxiety, aggression; • A specific target will be created with staff, parents and your child that is a priority need. The plan will include triggers, strategies to use with your child, actions of your child and the reactions of the adults; • The plan will be shared and taken on board by all adults involved; • Progress will be reviewed as and when needed with the outside agencies and next steps agreed. <p>If there are concerns about attendance, an Education Welfare Officer may be asked to become involved.</p>					
<p>5. What support will there be for my child’s emotional and social well-being?</p>	<p>In addition to specific interventions planned for individual and groups of children, there are several other ways we offer pastoral and social support throughout the school:</p> <ul style="list-style-type: none"> • Teachers, Teaching Assistants (TAs) and Midday Supervisors (MDSAs) build up strong relationships with children to support their emotional needs. A lot of our MDSAs are also TAs which creates a strong link between the classroom and playground. The SENCO will share information on a Pupil Profile with key members of staff to ensure their needs are taken into account throughout the school; • We have a TA, who is ELSA trained, who sees children that may need some additional 1:1 or small group pastoral support; • Children work as peer mediators in the playground to resolve issues between children on the playground. This is aimed as the first point of call for the children to take some responsibility to problem solve without adult intervention; • All incidents are communicated to the relevant members of staff and recorded using CPOMS; • All child protection issues will be reported to Martin Kyle (Headteacher) and Tina Bradbury (Deputy Headteacher); • We have a clear behaviour policy which is adhered to by all staff (please visit the school website for a copy); • P.S.H.E. and Circle time happens in every classroom to promote speaking, listening, empathy, working together, turn taking 				

	<p>and following social rules;</p> <ul style="list-style-type: none"> • The school refer to counselling services such as CASY Counselling or Lincoln Grief and Loss Counselling service. Their details can be found in the useful contacts section. • The school refer to Healthy Minds and their details can be found in the useful contacts section.
<p>6. How will I be involved in supporting my child?</p>	<p>Parents are given a lot of practical ways to support their child’s development in school and at home. We often give parents ideas such as:</p> <ul style="list-style-type: none"> • Games for developing memory, spelling, maths etc.; • Useful websites and apps; • Strategies for helping when hearing your child read e.g. reading to your child before they read to you; • Specific agency advice – organisational strategies, behaviour management strategies; • Letters to support referral e.g. Paediatricians.
<p>7. How will I find out about my child’s progress and achievement? What if they aren’t making progress? Who else might be involved in supporting my child?</p>	<p>Parents and children are asked to come to a REVIEW meeting every term to see how well your child has done. Questions that we will ask will be:</p> <ul style="list-style-type: none"> • Is the extra help still needed? • Does it need to increase? • What targets are needed next? • Is more specialised advice needed? If it is felt more specialist advice is needed, the school has access to different agencies to help plan appropriately. (See section 11) Extra meetings may be needed for feedback from observations carried out by outside agencies. <p>There are also other opportunities for passing on information to us and there are:</p> <ul style="list-style-type: none"> • Parent evenings (Autumn and Spring term); • Home school diaries; • Parent teacher conversations before and after school as needed. <p>If it is felt that your child is struggling to progress at an expected rate for <i>them</i>, it may be necessary to move forward to formalise their needs through applying for an ‘Educational 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 and is reviewed annually.</p>

<p>8. How will the curriculum be matched to my child's needs?</p>	<p>Teachers and staff try to plan engaging and motivating lessons that encourage children to enjoy learning and reach their full potential. Often, small changes within the classroom are enough for a child with SEND to make progress and teachers try to ensure they use a range of different strategies to support children's learning. This might include:</p> <ul style="list-style-type: none"> • A change in teaching approach – active learning, real life experiences, drama, talking partners, re-learning of vocabulary, opportunities to develop problem solving; • Adapting resources and equipment – writing slopes and pen grips, scribes, supportive writing scaffolds, using ICT for recording. iPad Apps used to support writing, coloured overlays and backgrounds; • Using the environment – visual timetables, displays, seating and groupings, concrete apparatus.
<p>9. How will my child be included in activities outside the classroom including school trips?</p>	<p>We frequently use educational visits and residential trips (Year 4 and 6) to enhance the learning in classrooms. We will always try to include your child on a visit, ensuring any specific needs they have are taken into account when completing a risk assessment. If you wish to support your child on school trips, please contact your class teacher. Depending on the needs of your child, you may be asked to support them on an educational visit.</p>
<p>10. Who will support my child in school? What training and experience to staff have for the additional support of my child's needs?</p>	<p>As part of our ongoing professional development, staff training in SEND is based on the needs of the children in school. All staff regularly complete training on:</p> <ul style="list-style-type: none"> • Team Teach and behaviour management; • Autism Awareness; • Awareness of specific medical conditions, such as epilepsy or diabetes; • Safeguarding; • First Aid. <p>Some staff have had specific training or gained qualifications related to their role or the needs of the children in their care, such as:</p> <ul style="list-style-type: none"> • National Award for Special Needs Coordination; • ELSA training; • Behaviour Management; • TalkTime; • Teaching of Phonics; • Precision Teaching; • Toe by Toe; • Meeting the needs of children with a hearing impairment; • Strategies to support dyslexic children.

Staff also make use of each other's skill and strength and those in our collaborative partnership of schools in order to develop their practice.

11.
Who else might be involved with my child?

Name	Agency	Time in school	Support offered
Tracy Bishop	Educational Psychology	As requested	Planning support for individual children with a range of needs.
Catrin Harley	Lincolnshire Psychology Services	As requested	Planning support for individual children with a range of needs.
Adele Sheriff	The Working Together Team	As requested	Observation and advice with planning support for children with social communication difficulties including those children with autism.
Helen Housam	Specialist Teaching Service	3.5 hours every 3 weeks	Assessment of children with learning difficulties, teaching and staff support.
	Speech and Language therapists	As requested	Assessment and planning support for children with speech difficulties and understanding of language.
	BOSS	As requested	1:1 social emotional development.
	Child and Adolescent Mental Health Service	As requested	Offers school advice and guidance on supporting children with mental health difficulties.
	Healthy Minds Lincolnshire	As requested	Support and advice to parents and carers. Training and in dealing with emotional wellbeing issues.
School Nurse	School Nurse Service	As requested	Support with concerns about toileting, eating, emotional wellbeing, hygiene and puberty.
Counsellors	Lincoln Centre for Grief and Loss	As requested	Counselling support in school for 6 sessions.
	CASY Counselling	As requested	Counselling service available to schools.
Carla Nicholson	SEND Outreach Service	As requested	Advice and support for children with SEND
	Community Paediatricians	As requested	Child Health- assessment, diagnosis and management
	Ophthalmology Clinic (Visual	As requested	Child Health- assessment, diagnosis and

		Processing Clinic)	management of children displaying reading difficulties such as tracking issues.
<p>12. How accessible is the school environment?</p>	<ul style="list-style-type: none"> • The school site has access from the street and ramp access from the main building to both play terraces; • There is ramped access from the classrooms to the lower playground via the path at the rear of the school or through the school office; • There is a disabled toilet and physiotherapy bed; • The school site is on a slope and has limited playground space for the number of children, which means access from the terraces to the lower playground is via steps. • The school also has lift access to the first floor. 		
<p>13. How do you prepare my child for transition to and from school?</p>	<p>We have a close link with St Faith's Infant School, which is our main feeder school, and plan a variety of activities to support children when moving to this school:</p> <ul style="list-style-type: none"> • Joint events such as PE days and fund raising days; • Visits to watch productions; • Visits by Y3 teachers to Y2 classes; • Visits by the SENCO, CTs and TAs to see children in class; • All Change Day; • Extra visits for vulnerable children to familiarise them with the school; • The SENCO attends end of year special needs reviews of Y2 children; • Meetings with key staff to discuss your child's needs; • Open door policy to see teachers in the morning and after school to discuss concerns; • Meet with agencies already involved with your child e.g. Speech and Language Therapy Services. <p>If a child comes from a different school, the SENCO will arrange a meeting with key staff to discuss your child's needs. Where possible, the SENCO will also visit your child at their school and speak to staff to ensure that there is a smooth transition.</p>		

Transition between year groups involves:

- Sharing information, e.g. a child’s pupil profile, between teachers and the SENCO;
- All change day for your child to meet their new teacher;
- Teachers visit children in their classes;
- Teachers spend additional time with children who might find the change difficult.

When children leave our school for secondary, it can be daunting for them. However, they will already have taken part in visits and activities at various secondary schools before they start in Y7. In addition, we try to:

- Invite the SENCO to the last special needs review of Y6;
- Arrange extra visits;
- Work with outside agencies to identify children who may find moving on more difficult and visit them at their new secondary school as soon as possible;
- Provide pupil profiles that help new staff to know more about individual pupils;
- Teachers liaise with staff and pass on information about children.

14.
How can I access support for myself and my family?

Organisation	Telephone number	Website/Email
Lincolnshire County Council Support and Aspiration	01522 782030	http://www.lincolnshire.gov.uk/parents/support-and-aspiration/
Family Services Directory	01522 554673	www.lincolnshire.gov.uk/fsd
Parent Partnership	01522 553351	www.lincolnshireparentpartnership.org.uk
Parentlineplus	0808 800 2222	www.parentlineplus.org.uk
PAACT (Autism Support)	07935 222963	paactsupport@hotmail.com
Lincolnshire ADHD Support Group	01522 539939	lincoln.adhd@btconnect.com
EMTET Services – Ethnic Minority and Traveller Education Team	01427 787190	EMET@lincolnshire.gov.uk
Lincolnshire Centre for Grief and Loss	01522 546168	http://www.lcgl.org.uk/
Parent Carer Forum	0845 3311310	www.lincspcf.org.uk
Educational Psychology Helpline	01522 554673	education_psychology@lincolnshire.gov.uk
Healthy Minds Lincolnshire	01522 309777	www.lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=LcLgMPKYJ6Q

