

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

What is SEND?

SEND registers

This is a list of all the pupils in the school who have special educational needs (SEN) and/or a disability. This is a record for the SENCo and staff and allows monitoring of the progress of those pupils who need extra support.

Any pupil on the SEND register has been identified as having a special educational need and/or disability. Extra support will be given to these pupils to help them to make progress.

If your child is placed on the SEND Register, they will have specific individual targets set out on an Individual Education Plan (IEP). This allows for close monitoring of the additional provision a child receives and allows parents/carers to see what support a pupil is receiving, how often and with whom.

Some pupils with significant needs will always be on the SEND Register because they will always need support. Other pupils may only need support for a short amount of time and if they no longer need that support, then they will be removed from the SEND Register in discussion with parents/carers.

SEND Policies

- Special Educational Needs & Disability Policy
- Inclusion & Equal Opportunities Policy
- Equality and Diversity Policy
- Medicines in Schools Policy
- Accessibility Policy

Accessibility

Most of our school is accessible for wheelchairs. Corridors are sufficiently wide for anyone in a wheelchair. All walkways on the ground floor and entry through double doors are on one level. We also have a disabled toilet with a red emergency pull cord. There is also a disabled car parking space available.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

We always make reasonable adjustments for pupils and their parents/carers, where we can. We work closely with parents/carers and any outside agencies who give us advice. Over the years we have provided coloured overlays, therapy equipment and moved classrooms to name just a few.

We go to great lengths to ensure that any pupil with a special educational need and/or disability has the necessary adult support or required equipment so that they can take part in activities such as school trips and residential.

Changes to SEND.

At St Norbert's Primary the changes to 'Special Educational Needs and/or Disability' (SEND) will not affect your child very much. The changes will however affect how we work in school, further improving how we work with parents/carers and other professionals. Some of the main changes are:

- We will no longer use the terms 'School Action' and 'School Action Plus'. This will change to 'SEN Support' instead.
- Over the next 2-3 years any 'Statements of Special Educational Needs' may be transferred to an 'Education, Health and Care Plan' instead if criteria is met.
- Parents/carers of pupils with an 'Education, Health and Care Plan' may be given the option to manage some of the funds allocated to the pupil.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

What happens if I am concerned about my child's progress or my child is identified as having SEND?

Who do I speak to if I have concerns about my child?

Your first point of contact should always be your child's class teacher. If you are worried about the progress your child is making either academically and/or socially your child's class teacher will listen your concerns. They will try to address the issues through class support but may feel they need to seek further advice from the Inclusion Manager. This does not automatically mean that your child will be placed on the SEND register but if this is felt to be the best course of action you will then meet with the Inclusion Manager to discuss your child's needs in more detail and how your child will be supported.

Who is the Inclusion Manager?

The Inclusion Manager at our school is Mrs J. Jameson. She is responsible for the teaching and learning of most vulnerable groups of pupils (SEND, EAL, Pupil Premium). Should you wish to meet with Mrs Jameson to discuss any concerns or issues with your child then please ring the school office or speak with a member of our office staff to arrange an appointment.

Mrs Jameson's role involves:

- Supporting staff with writing IEP targets and identifying appropriate interventions;
- Signposting parents/carers to appropriate support when necessary;
- Making referrals to external agencies;
- Linking with external agencies, gathering advice and making sure that it is put in place;
- Support staff in providing the correct intervention and equipment for pupils;
- Linking with other schools to support transitions
- Making requests for statutory assessment;
- Keeping up to date with relevant guidance and statutory information;
- Attendance at professional development courses;
- Organizing and delivery of relevant training for all staff;
- Maintaining and updating records of pupils;
- Meeting with parents to discuss progress against IEP targets where necessary.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Mrs Jameson will be able to offer advice about how to identify if your pupil has any special educational needs and what support they might need. She can make direct referrals to many outside agencies to make sure that your child's needs are met in school. She can also provide information about who may be able to help with any family needs.

Mrs Jameson is a qualified teacher who has held the role of SENCo in a previous setting and is currently working towards the National SENCo award, a qualification now needed by all SENCos. She is also part of the Senior Leadership Team within St Norbert's. She has been a qualified teacher for 20 years and has worked with SEN children at St Norbert's for the past 5 years.

If my child has English as an additional language, how long would it be before they would be identified as having SEN?

As a school we allow children up to 2 years to acquire basic spoken and written English language skills. Where there is evidence that your child is finding it difficult to retain the English they are taught, we would discuss with you whether or not there were any concerns in your child's home language. Assessments can still be carried out using STAPs and we can also use the Educational Psychologist and any other agencies to support our assessments of your child. It is only if the area of need was specifically linked to learning English that we would wait up to the 2 years.

Should I tell the school if my child has any difficulties and they have English as an additional language?

It is extremely important that we are made aware of anything that may affect your child's ability to learn and engage with their peers. This may be a medical need, an identified specific learning difficulty such as dyslexia or social and communication difficulties. It would also include information linked to difficult family circumstances such as separated parents, lack of family support network in this country or the death of a close family member as all of these situations can affect your child in school.

What will happen if the school has concerns about my child's needs?

Concerns might be raised through analysis of data at varying points throughout the year, through Pupil Progress Meetings with the Headteacher, through observations of a child in and out of the classroom and monitoring pupils work.

The Class Teacher would discuss their concerns with you to gain your views and may then put some additional support in place to identify whether the gap in learning can be filled or a barrier to appropriate interaction with peers can be removed. This would be put in place for approximately six weeks and progress against targets reviewed.

If there is still a concern it is likely that the child would be placed on the SEND register with your consent and appropriate support put in place and recorded on an Individual Education Plan (IEP).

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

What different needs might a child have?

At St Norbert's Catholic Primary School we constantly strive to ensure we meet the needs of the individual. Each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Inclusion Manager, Headteacher and Class Teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs. Special Educational Needs (SEN) are divided into four areas. Below are some examples of what our school can provide.

Cognition and Learning (Learning Need)

- Different approaches to learning, e.g. visual aids such as use of pictures, visual timetables; practical approaches including roleplay, sensory learning.
- Differentiated work matched to the child's ability - this may include a simplified and/or scaffolded approach, a different way of recording their understanding or the amount of time given.
- Different/extra resources, e.g. word cards, number squares, vocabulary books, computer programmes, recordable devices (Sound Buttons, postcards etc)
- Special Literacy or Numeracy programmes, e.g. the Nessy programme, Wordshark, Precision Teaching, Toe by Toe, Excellence & Enjoyment, Adventure Series, Springboard, First Class @ Number, Number Shark, SOS Spelling, Visual Literacy Intervention based on film work;
- Additional adult support, group work, individual support both in and out of the classroom.

Communication and Interaction (Speech and Language)

- Resources provided by the Speech and Language Therapy Service - First Call, Colourful Semantics;
- Vocabulary development programmes including Racing to English and Tower Hamlets Induction Package;
- Communication and language games aimed at developing understanding or increasing vocabulary;
- Social skills games;
- Use of Makaton - an early sign language tool
- Visual Literacy resources aimed at developing talk for writing;
- Advice and Guidance from Social Communication Outreach

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Social, Emotional and Mental Health

- Reactive plans which outline a pupil's specific needs and the best strategies to use to help them
- Social skills activities including board games, social stories, SEAL activities, Seeing Red programme, TalkAbout for Teenagers, Boxall Profile activities
- Self Esteem strategies including reward schemes and It's Good to be Me activities,
- Inclusion Manager available for pastoral support as and when required.

Medical, Physical and Sensory Needs

- Specialist equipment such as work screens, headphones, pencil grips, coloured overlays, fiddle toys, listening stations
- Specialist training from outside agencies, such as specialist nurse for pupils with disabilities and medical needs including feeding buttons and diabetes;
- Advice and guidance from Occupational Therapists as required;
- Advice and Guidance from Sensory Impaired Service;
- Advice and Guidance from Social Communication Outreach

What is an IEP?

An Individual Education Plan (IEP) is a document which identifies what your child finds difficult, sets small achievable targets and outlines what extra support your child will receive to help them to make progress. IEPs are child friendly and written from the child's point of view so that they are easy to understand. The IEP is shared with you in the Autumn, Spring and Summer terms either parent consultation meetings with the class teacher or with the Inclusion Manager at a separate meeting. At these times, we will review the previous targets to let you know the progress your child has made against the targets they were set. You will be given a copy of the new IEP so that you can support your child with each of the targets.

At some review meetings a professional who has assessed or worked with your child may attend to share their views on your child's progress and suggest possible new targets along with how to achieve them.

At the review meetings you will be asked to sign a 'gold form' which is a record of attendance and/or communication regarding your child's needs.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

What is a Health Care Plan?

Children who have medical needs will have a health care plan written using information provided by medical professionals working with your child. This will be on an agreed school format and will be shared with you. When all parties are in agreement with the actions that will take place to ensure the safety and wellbeing of your child you will be required to sign the plan.

The health care plan will be shared with all appropriate staff members including lunchtime staff and a copy kept on the Medical Board in the staffroom so all staff, including those on supply, are aware of your child's needs.

Health care plans are updated annually and/or when updated medical information is provided.

Where will the information about my child be kept?

SEN files kept in the classroom contain an IEP and work related to their targets. More sensitive information such as Educational Psychologist reports are kept in a locked cupboard in the Nurture Room and information regarding TAC meetings is kept in the Headteachers office. Information is shared with appropriate staff to enable all adults working with your child to be sensitive to their needs and support them throughout the day including at lunchtimes.

At all times, the Records Management Policy is adhered to.

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

Depending on your child's age and ability your child may be asked how they feel they have progressed against their targets. This will be done in an informal way through discussion with the Inclusion Manager.

IEPs are shared with your child too, so that they understand what they are trying to achieve and what we are going to do to help them in school.

Where appropriate your child will be asked to identify their own areas for development which will be considered when writing new IEP targets.

When working with adults on their IEP targets children will regularly be asked how they feel they are getting on and given feedback from the adult they are working with, about their progress against their targets.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

The process of getting a diagnosis for specific learning needs.

The Inclusion Manager, in agreement with the Head Teacher, will identify that a pupil has a difficulty which is preventing them from learning in the same way as their peers and will place them onto our SEND Register.

Pupils will only receive a diagnosis if they have a specific difficulty. A specific difficulty is something that has been identified as being a particular barrier to learning, such as Dyslexia, a social communication need, ADHD or that they have a medical need. This is not an exhaustive list of specific needs - please see the Inclusion Manager if you have any further queries.

Depending on the concern raised, the Inclusion Manager can make direct referrals to a variety of external agencies. If the concern is a specific difficulty such as ADHD or a social communication need, or indeed a medical need, the Inclusion Manager can make a direct referral to the Community Paediatrician based at the Johnson Community Hospital. If the referral is accepted, you will receive an appointment with a paediatrician, who will give you further information and an assessment may begin.

If you are concerned that your child has a learning difficulty such as Dyslexia or Dyscalculia, or understanding and expressing language, the Inclusion Manager can make a referral to a Specialist Teacher from a team called the 'Specialist Teaching and Applied Psychology Service' (STAPS). A Specialist Teacher works at our school for one day every two weeks. She can identify if a pupil has difficulties consistent with Dyslexia, Dyscalculia language acquisition and expression difficulties and provide advice about how best to support their needs. Specialist Teachers can undertake a variety of assessments with pupils so this is not an exhaustive list as assessments carried out will very much be dependent on the needs of the child and the ability they have to access such assessments.

If you are concerned that your child has a speech and language difficulty, the Inclusion Manager can make a referral to the 'Speech and Language Therapy Service' (SALT) based at the Johnson Community Hospital. This can happen twice a year when the Inclusion Manager meets with the service to plan involvement for the next term. A therapist may then assess and identify if a pupil has a specific speech and/or language difficulty and provide advice about how best to support their needs

How long does a diagnosis/referral take?

Referral time will vary depending upon the agency involved. Referrals to the NHS (Community Paediatrics and Speech and Language Therapy Service) take considerably longer. On average it can take between three to four months to receive an

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

appointment. Once a referral has been made by the school with your consent, it will be yourselves as parents/carers who will receive direct communication from the hospital. Not all pupils will receive a diagnosis and/or decision. Where diagnoses are made, this can take a considerable amount of time depending upon the individual. In many cases, a diagnosis follows several appointments, which could take more than a year.

Referrals to the Specialist Teacher are made within the school and the time taken for your child to be seen will be dependent on how many referrals have been made at that point. This can take anything from two weeks to a whole school term. Where the Specialist Teacher identifies a specific difficulty you will be informed through a written report completed by STAPS and sent home to you. The Specialist Teacher is happy to discuss reports with parents and appointments for this can be made through the school office.

What happens once a diagnosis has been made?

We do not wait until a diagnosis has been made to put appropriate support in place, since this can be a very long process. If it is clear that a pupil has a difficulty and displays barriers to learning, we will do everything that we can to support them. This may include moving the child to a more prominent position in relation to the Interactive Whiteboard in the classroom, changing the size/type of font to aid reading, providing timers and work screens to support a child's ability to focus as well as possible additional support with an adult (either in or out of the classroom) to name but a few.

If a diagnosis is made, we will seek advice from the relevant outside agencies about how best to support the pupil. This advice will be identified on the pupil's Individual Education Plan (IEP) and shared with you and discussed at a meeting. We will put this advice in place straight away or once the relevant resources/equipment have been purchased.

If a child is identified as have a special educational need we strive to ensure that all people working with that child is informed of how best to support that pupil. This may include teaching assistants, midday supervisors, volunteers and in some cases, other pupils in school.

What would the next step be if school felt that further additional support was needed for my child? (Statements & Education, Health & Care Plans)

After intensive support provided by the school and following input from external agencies a recommendation may be made to refer your child for a statutory assessment by the Local Authority. This decision would be made if your child was making very limited or no progress against targets despite intensive support and would be done with your consent and these

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

discussions are normally held at a review meeting with outside agencies.. If your child fulfilled the criteria as set out by the Local Authority they may be given a:

Statement

A 'Statement' is a legal document called a 'Statement of Educational Needs' which is produced by the Local Authority following a 26 week assessment process. It outlines a pupil's special educational needs and the support that the school needs to put in place to help them. A pupil may only be awarded a 'Statement' once the school's normal resources have been exhausted and they cannot meet the pupil's needs without additional resources and/or funding.

Education, Health and Care Plan.

From September 2014, 'Statements' will be replaced by 'Education, Health and Care Plans'. This document will continue to outline a pupil's special educational need and the support that the school needs to put in place to help them, but it will be a much more child friendly document, based around the pupil and their family. Over a 2-3 year period, most current 'Statements' will be replaced by an 'EHCP' at a child's annual review.

How can I get a Statement/Education, Health and Care Plan for my child and how long does it take?

At the moment, either you can make a parental request to the Local Authority for a 'Request for Statutory Assessment' or the school can make a request. If you make a parental request, the Local Authority will ask the school to complete a 'School Advice Form', the same as if the school make a request. However the request is made, the Local Authority will want to see as much evidence as possible about your child's needs, what has been put in place to help them and what impact the support has had on your child's progress.

My child has a Statement, what happens now?

If your child has a current 'Statement', at an Annual Review, at some point in the next 2-3 years, it should be transferred to the new Education, Health and Care Plan. Where a pupil has both a significant need and significant amount of support, the 'Statement' may be re-written into the new format with a heavy focus upon the pupil's and family's views.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

My child has a Statement but now I feel that they need a special school place, what do I do?

If at any point you or the school feel that a mainstream school can no longer meet your child's needs, an early Annual Review can be called. Any discussions about school places need to be discussed at the Annual Review, preferably with any supporting outside agencies present to give their views. The request for a special school place will be noted on the Annual Review form and the Local Authority will consult the named special school. A decision will then be made based on whether any places are available and if the special school could meet your child's needs. It is important to be aware that a recommendation does not guarantee a place at a special school.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

What does SEND look like at St Norbert's Primary School?

What do our pupils say about the support they receive in St Norbert's?

'It's helpful to work in small groups rather than big groups.'

'I like working with one adult because it helps me and I don't feel embarrassed.'

'I can talk about my worries.'

'Because they say it in different words so when I go to class I understand what to do.'

'I didn't feel confident in my learning but now I do.'

What do pupils say makes St. Norbert's unique?

'There are lots of nice people that are friendly and a lot of buddies to help new people.'

'Here they have so many languages that in other schools they don't have.'

'The teachers help us and when a new person comes to the school they help them feel unique and won't let them be sad.'

'The people'

'We respect people and always be kind to one another'

What do parents say about St Norbert's School?

What do outside agencies working within our school say about us?

'St. Norbert's School buy in the Specialist Teaching Service to ensure at least two visits each month. The Service is used efficiently and effectively for the assessment, monitoring and support of pupils with educational needs. The school SENCO, support staff and Specialist Teacher meet regularly to plan and review the pupils and discuss new referrals.

The SENCO is well qualified and experienced and manages the pupils with SEN, ensuring the needs of the individual are catered for appropriately through excellent intervention programmes, these are lead by the very capable and well qualified Inclusion Manager with in Class TA support.

As an outside agency STAPS is fully involved in the SEN within the school and believes the provision and support to be of an excellent quality.' (Debra Newnham-Winton, STAPS)

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

'St Norbert's is a school that works hard, as a team, alongside parents, to understand the child's needs and find ways to adapt their approach to address these. They have a forward thinking SEN team identifying strengths and areas for development so they can constantly improve their provision.' (Vicki Turner, Specialist Social Communication (including Autism) Outreach Teacher)

Who will support my child in school?

Any of the following may work with your child in order to support them in achieving their IEP targets and to help them fulfil their potential:

- Class Teacher
- Class Teaching Assistant
- Inclusion Manager
- Pupil Premium Teaching Assistant
- EAL Teaching Assistant
- Midday Supervisors
- Play Leaders
- Any other members of staff who have appropriate qualifications and/or experience

How will they catch up with lessons they have missed?

Withdrawn support is a carefully planned approach to support your child's learning. Where possible, the additional work they complete outside of the classroom will be linked to what the class is doing, however there will be occasions when a gap is identified that is separate to main class teaching. Where this is the case children are withdrawn in short sessions to address these gaps and enable them to then fully engage with the learning in the classroom. In many cases, children's needs are met within the classroom through guided work with either the class teacher or teaching assistant.

Who can my child talk to if they are worried or have concerns?

There are many ways your child can express concerns in school. Each class has a worry box where children can write down/draw anything that is worrying them. This is then checked by the class teacher or teaching assistant and time given to the child to discuss their concern in more detail with an appropriate adult. If more time is needed, the Inclusion Manager will allocate some time to speak with the child to determine whether further intervention is required. This may be working with peers on friendship concerns or 'it's good to be me' activities to boost self esteem.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

The Inclusion Manager is also a visible presence across the school who children can approach with worries without the need for a timetabled session.

If a child appears to be finding friendships particularly difficult the class teacher and Inclusion Manager may, along with the child concerned, identify a 'buddy' to support positive playtimes, lunchtimes and learning time. The buddy will be a child chosen in agreement with your child and adults in school, who will support them emotionally and ensure that they have someone to talk to/ play with for as long as is required.

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

Our Inclusion Manager is currently working towards the National SENCo Award.

All staff at our school have regular training in a great number of areas of special educational needs and disability. Most staff have had training in the following:

- Autism (IDP)
- Speech, Language & Communication Needs (IDP)
- Behaviour
- Positive Handling
- EpiPen training
- First Aid
- Precision Teaching
- Creating a Dyslexia-friendly learning environment
- PIVAT training
- Safeguarding training

Some staff have also received training regarding:

- Speech & Language (ELKLAN Course)
- Paediatric First Aid
- Diabetes
- Gastronomy Button training
- Makaton (Foundation Stage and Key Stage 1)

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

- Administering PKU Gel training
- Wellcom Intervention
- Boxall Profile training

What role might adults both from in and out of school have in supporting my child?

In School		
Inclusion Manager	Full Time	<ul style="list-style-type: none"> • To coordinate interventions, resources, meetings with parents and external agencies; • Monitor progress of children identified as requiring additional support; • Attending regular training to disseminate to staff; • Provide 1:1 support for identified pupils. • Delivering speech and language programmes - trained by ELKLAN team. • Delivering Maths and Literacy programmes, including phonics; • Providing pastoral support to identified pupils.
Class Teachers	7 full time	<ul style="list-style-type: none"> • Providing guided group support in all curriculum subjects; • Providing differentiated activities in all curriculum subjects; • Assessing pupils progress in all curriculum subjects; • Writing SMART targets for IEPs based on PIVAT assessments and/or advice received from external agencies.
Pupil Premium Teaching Assistant	1 part time (afternoons)	<ul style="list-style-type: none"> • Teacher assistant who runs specific interventions in reading, writing, maths and phonics linked to individual targets
Class based Teaching	6 part time	<ul style="list-style-type: none"> • In-class support for individuals or small groups of children;

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Assistants	1 full time	<ul style="list-style-type: none"> Implementing advice from external agencies and class teachers when delivering IEP sessions or small group activities; Delivering targeted intervention for identified pupils.
External Agencies		
Specialist Teacher and Applied Psychology Service (STAPS)	3 planning visits per year; 1 day per fortnight; Observation, advice, attendance at review meetings on request.	<ul style="list-style-type: none"> Assessment and advice for pupils whose progress is a cause for concern (by referral only).
Educational Psychologist (part of STAPS)	3 planning visits per year;	<ul style="list-style-type: none"> Observation, advice, attendance at review meetings on request. Cognitive assessments. Advice to staff and parents on a range of learning needs. Staff training.
Sensory Education Support Service	Referral; Advice on request	<ul style="list-style-type: none"> Access to support and advice for children with visual or hearing impairments. Target setting and monitoring of pupils progress.
Child and Adolescent Mental Health Service	Referral	<ul style="list-style-type: none"> Access to support and advice for children with Mental Health issues.
Children's Therapy Service	Referral	<ul style="list-style-type: none"> Provide a specialist programme of care that promotes the development needed to acquire the skills to live as independent a life as possible and reach their maximum potential A specialist assessment of children with special educational needs and to advise and recommend the local educational authority on their management supported by the accompanying

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

		<p>legal documentation</p> <ul style="list-style-type: none"> • Partnership working with education, social services and others to ensure that any therapy programme is fully integrated into the child's care • Specialist telephone consultation offering advice and reassurance for those who need it • Training for parents/carers and staff working with these children, in a variety of settings
Parent Support Advisor	Referral	<ul style="list-style-type: none"> • Targeted family support
Social & Communication (including Autism) Outreach Service	Referral	<ul style="list-style-type: none"> • Offer consultancy support (observation, meetings, strategy recommendations, learning environment support etc) • Training for school staff • Support for parents
Speech & Language Therapy (SALT)	2 planning visits per year - referrals made at these meetings;	<ul style="list-style-type: none"> • Advice, guidance and programmes based on individual need; • Attendance at review meetings on request.
School Nursing Team	Annual Health checks; Referral;	<ul style="list-style-type: none"> • Heights & Weights in Reception; • Advice on individual pupils as required;
Community Paediatrician	Referral	<ul style="list-style-type: none"> • Assessment of individual pupils referred by school; • Children have to meet criteria set out by them;
Lincolnshire Teaching & Learning Centre Pathways	Referral	<ul style="list-style-type: none"> • Advice, observation and guidance for target setting, learning environment;

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Early Support Care Coordination Service	Referral	<ul style="list-style-type: none">Targeted support from various agencies involved with a pupil including medical professionals, social care, schools, Pathways to review targets and progress.
Team around the Child/ Child in Need	Referral	<ul style="list-style-type: none">Targeted or specialist support from various agencies involved with a pupil including medical professionals, social care, schools, Pathways to review targets and progress.

How will additional funding be used to support my child?

Funding received into the school will be used for purchasing resources to support pupils identified as having special educational needs and/or a disability. This is partly used for additional hours for supporting pupils as well as the support we receive from some external agencies.

Where a child is in receipt of a statement or an EHC Plan, specific funding will be allocated to your child so that necessary resources (including staff) can be purchased.

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

As an inclusive school all children are supported in accessing all activities including visits outside of school. This may include travelling to church, coach trips linked to individual class topics, residential trips and sporting activities. If adaptations need to be made, this would be discussed with you in advance to ensure the safety and wellbeing of your child. All visits offsite require a risk assessment to be carried out in accordance with Local Authority Policy and any risks/hazards would be identified on this. School will work very closely with you as a parent/carer to ensure your child is fully engaged and included.

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

Entry into Foundation Stage

If your child attends a pre-school/nursery, the SENCo there will normally inform us that your child will be joining us and that he/she has special educational needs. The Inclusion Manager at our school will then attend any meetings (when invited to

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

attend) at the pre-school before they start, so that we have a clear picture of your child's needs and what support they might need when they join us. The Inclusion Manager will also speak with outside agencies involved where necessary to make sure that any advice is in place.

If your child has significant needs, they may need some extra visits to our Foundation Stage class in addition to those already provided through Funtime Friday Induction Sessions.

Joining school at other times, e.g. mid-year

If your child joins our school at any other time in their school life and they have additional needs, their previous school should send us all their pupil information, which would identify that they have special educational needs. As a school we endeavour to put support in place that is appropriate based on our initial assessments and observations of your child. The information from the previous school should tell us what support has been in place which will also help us to see what has worked well and give us important information about areas for development. It would be useful if you could also tell us all about your child and their needs. If outside agencies are involved, the Inclusion Manager will contact them so that they continue to support your child in our school. This will often be through a review meeting to which you, the parent/carer, will be invited.

Moving from one class to another

When your child moves from one year group to another, the two teachers (current and new) meet together to discuss each pupil. The current teacher will pass on any significant information to the new class teacher so they are kept fully informed. Any pupil who has a special educational need and/or disability will have an Individual Education Plan (IEP) and possibly other support plans such as a Health Care Plan or Reactive Plan. Current relevant paperwork are passed on to the new teacher so that they have a full understanding of the pupil, their needs and what support needs to be in place to help them. The Inclusion Manager will also ensure that new teachers and support staff are informed about pupils with SEND so that there is a smooth transition between classes and support continues as soon as pupils start in their new classes in the new academic year.

Moving to another Primary School

If your child moves to a new school due to relocation, once we have been informed that they are on roll at their new school, we will send on any relevant paperwork, including documents such as IEPs and outside agency reports. The new school will then

Article 23

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have all the relevant information needed to put support in place as soon as your child joins them. It is always helpful for you to also keep the new school staff informed and make sure that they have received the paperwork from us.

Moving to Secondary School

The Inclusion Manager at our school invites all the secondary school SENCOs during the final term of Year 6 to inform them of all pupils with special educational needs and/or disabilities joining their school. Details of the pupil's needs are passed on to the new SENCO, along with details of what support has been in place at our school to help them. Our Inclusion Manager passes on information about any outside agencies that have been involved and all SEN paperwork is passed on, including documents such as IEPs and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

Will my child be treated differently within the class group?

The ethos of our school is such that we are inclusive of all children. Support within the classroom will include differentiated work and use of appropriate resources dependent on a child's needs. This will not exclusively be for SEN pupils as there are many different needs within all classes.

If your child, in agreement with yourself, felt that pupils needed to be made aware of their needs, this would be organized in collaboration with yourself. This may include visits from the School Nurse to explain medical needs or completing a programme of work linked to differences in communicating.

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What do I as a parent need to know/do?

How can I be involved in supporting my child?

It is important that you make us aware of anything that you feel may impact on your child's ability to access learning in school. This may include letting us know if there have been changes in home circumstances as the emotional impact of this can become a barrier to learning.

If your child is being seen by medical professionals, school is sent a copy of the written report but this can take some time to arrive in school so it is always best to inform us of any new information yourself so that we can support your child.

We strive to work together to improve outcomes for your child so it is vital that you attend any meetings regarding your child's progress in school. This includes parent consultation meetings, IEP reviews, Annual Reviews, TAC meetings, ESCO meetings, pastoral support meetings.

When attending IEP review meetings you will be given a copy of the new IEP for your child so that you are aware of their targets. There will be ideas of how you can support this learning at home, including websites, resources and activities that you could use. Your child's class teacher will also be happy to suggest any further ideas and the webpage for your child's class will always have links to appropriate learning websites that you can access free of charge.

How can I access support for myself and my family?

Your first contact should always be with your child's class teacher and if they are not able to help, the Inclusion Manager will be happy to listen to your concerns and where necessary will give you contact details of more appropriate support services.

These may include:

<http://www.lincolnshire.gov.uk/parents/> (General information linking to disability support, children's centres, family support and caring for children)

www.lincolnshire.gov.uk/SENDlocaloffer (Early Help and the Local Authority website)

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<http://www.lincolnshire.gov.uk/parent-partnership/> (Parent Partnership have helpline number you can ring to informally discuss your concerns and the website provides a wealth of information about what to do if you have concerns about your child or the provision they receive).

The school hosts an informal coffee morning once a term where you can chat to the Inclusion Manager as well as other parents of children with SEN. Occasionally there will also be a representative from some of our outside agencies who will be available to discuss general concerns about your child.

How can I help during a transfer?

It is always helpful for you to personally speak with new staff to make sure that they are fully aware of your child's special educational needs and/or disability and any changes in circumstances. Always check, after a short time, that support has been put in place and that you understand what help your child is receiving. If moving to a new school, take your child to visit the school so that you can both see the environment and ask any questions which you may have.

What happens if I am unhappy with the way the SEN process develops?

If you have any concerns at any point your first point of contact should be the Inclusion Manager. If your issue is still not resolved you should request an appointment with the Headteacher in writing.

If your concern is related to an unsuccessful statutory assessment you should follow the procedures set out by the Local Authority for appeals and tribunals. You can also access support from Lincolnshire Parent Partnership.

****Provision detailed in the School Offer is reviewed regularly to reflect changing needs within the school and according to the funding that is available within the school budget. The document will be modified according to such changes****