



## School

SENDCo: Sarah Ogden-

Welcoming, safe, happy learning environment where everyone is respected and listened to

- \* Quality Teaching
- \* Nurturing, caring environment
- \* Teaching Assistants to support and encourage independence
- \* Support for the whole family
- \* Friends
- \* Stimulating learning environment
- \* Commitment to teamwork
- \* Varied experiences and wide range of opportunities
- \* WTT- Working Together Team (Autism Outreach)
- \* BOSS
- \*

## Medical

Community Paediatrician

School Nurse

Speech and Language Therapy

CAMHS

(Child Adolescent Mental Health Services)

Physiotherapy

Specialist Medical

Occupational Therapy



Sow Seeds: Grow Together: Reach High

## Locality



Family Support Worker

Support Groups

Advice

Courses

Parenting Support

The Child



Home and School



## Home

- \* Love
- \* Family
- \* Home
- \* Nourishment
- \* Emotional support
- \* Clothes and equipment
- \* Varied experiences
- \* Wide range of opportunities

## Leisure

Holiday Clubs

Uniformed Organisations

After School Clubs

Specialist Sports Clubs

Respite



## Professional Services

Specialist Teaching Team

Counselling

Sensory Services

Statutory Assessment Team

Educational Psychologist

Social Care

Virtual School-

Looked After Children



# Who should I contact if I think my child has Special Educational Needs?

The first person that you should speak to is always your child's teacher. Your child's teacher knows your child really well and will be able to talk through your concerns with you. He or she will know your child's strengths and weaknesses, how they are progressing in school and whether this is in line with your child's classmates. You will find that if there are any concerns in school your child's teacher will usually approach you before you approach them.

You can also contact the school's Special Educational Needs Co-ordinator (SENDCo), Sarah Ogden. She oversees the provision for children with special educational needs or disabilities in school and will speak to your child's teacher if you have any concerns.

Contact Details- 01529 240465 sarah.ogden@pointon.lincs.sch.uk

Mrs S Ogden  
SENDCo



# How will the school know if my child has Special Educational Needs?

To make sure that each child in our school reaches their full potential, teachers are constantly assessing children and planning for their needs. It is a continuous cycle. There are regular meetings with the SENDCo to identify children who may need extra help.

During the meetings they will look for children who:-

- are making slower progress than other children who started at the same point
- have changed their rate of progress, i.e. if their progress has suddenly slowed down
- do not catch up with their classmates
- are falling further and further behind their classmates

First of all, we will address any weaknesses through High Quality Teaching. For some children targeting these areas will see their

learning improve. If your child continues to make less than the expected progress, we will follow the SEND pathway (found on the next page)



Our SEND Pathway

Begin EHCP process if eligible.



Stage 1 Initial concerns	Stage 2 Raising concerns	Stage 3 SENDCo support	Stage 4 Assessment and specialised provision	Stage 5 Outside agency support
<p><b>Teacher</b> Review current arrangements using <b>whole school provision map</b>; refinements to Quality First Teaching (QFT) and interventions: QFT strategies Learning environment checklist Application of behaviour policy (in place with clear and consistent expectations) Intervention(s) implemented and evidence of monitoring in SEND or intervention folder. Parents informed of concerns.</p> <p><b>SENDCo</b></p> <ul style="list-style-type: none"> <li>- Aware of initial concerns through conversation/Pupil Progress Review</li> </ul>	<p><i>Despite adjustments to QFT/intervention(s) for at least one-half term, limited or no progress is made.</i></p> <p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>- To inform SENDCo</li> <li>- SNAP assessment</li> <li>- Provide SENDCo with evidence of QFT strategies/adaptions made.</li> <li>- Conversations to take place with parents</li> <li>- One page profile</li> </ul> <p><b>SENDCo</b></p> <ul style="list-style-type: none"> <li>- Add child to monitoring list.</li> <li>- Book in a drop-in session with class teacher(s)</li> </ul>	<p><b>Teacher</b> Implement enhanced support from <b>whole school provision map</b> for at least one-half term. Gather evidence to show impact of interventions/support in place.</p> <p><b>SENDCo</b></p> <ul style="list-style-type: none"> <li>- To support QFT, referring to checklist</li> <li>- Observations using learning environment checklist.</li> <li>- Consult monitoring list to identify prior and current support.</li> <li>- Analyse planning and scaffolding in child's book.</li> <li>- Identify strategies/interventions not yet in place.</li> </ul>	<p><b>ASSESS – PLAN – DO – REVIEW</b></p> <p><b>Teacher</b> Create <b>Assess, Plan, Do, Review (APDR)</b> save it to child's individual folder within SEND folder (S: Drive), add to class SEND folder. Inform parents that child is going onto the SEND register, with letter from SEND team, share APDR. If directed by SENDCo, teacher to complete VSEND tool.</p> <p><i>If need is behaviour:</i> Teacher and SEND team to complete Pastoral Support Plan (PSP), save to child's folder in SEND folder and add to class SEND folder and on CPOMs. SENDCo to support with processes of agency support.</p>	<p><i>When current support is not having measurable impact, SENDCo will request support from outside agencies (see agency list for information)</i></p> <p><b>SEND Team</b></p> <ul style="list-style-type: none"> <li>- Parents involved in referral process.</li> <li>- VSEND assessment to be consulted.</li> </ul> <p><i>Educational Health Care Plan application will also be considered</i></p>

# SEND Support in School

Like all teaching, SEND Support takes the form of a cycle.

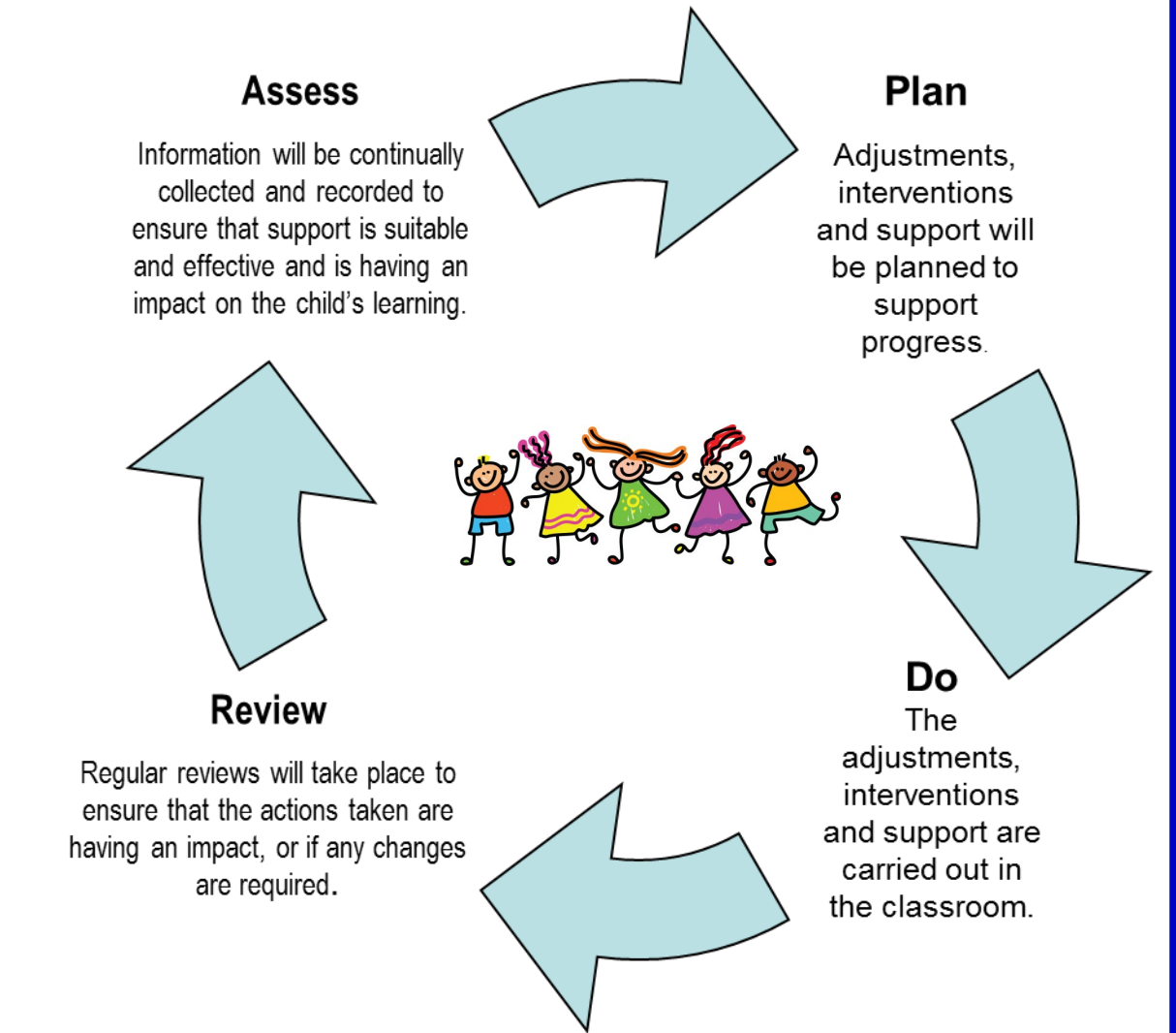
The diagram opposite shows the steps involved in providing SEND Support in school.

You are invited to take part in every review so that you always know how well the support is going and how well your child is doing.

We will also consider your child's views if this is appropriate.

## What kinds of Special Educational Needs can the school help my child with?

St Gilbert of Sempringham Church of England Primary School and Nursery is a fully inclusive school, where every child matters and which makes sure that all children achieve their potential. We aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement.



Additional and/or different provision is currently being made for children with a range of needs, including:

- \* Cognition and learning
- \* Sensory or Physical
- \* Communication and Interaction
- \* Social, Emotional and Mental Health

# Who will be involved with helping my child?



It depends on the needs of child as to how many people will be involved with your child. For some children, just the class teacher, the SENDCo and the yourself will be the only people, whilst for other children there might also be outside professionals involved. These are some of the people that may be involved with your child:

## **Class Teacher**

Your child's teacher is responsible for your child's progress in school and will always play a key role .

## **SENDCo**

The SENDCo oversees the provision for children with SEND in school.  
Sarah Ogden

## **Community Paediatrician**

Some children may have a diagnosable condition which is affecting their learning, i.e. autism, ADHD. The Community Paediatrician may be able to diagnose these conditions.

## **Occupational Therapist**

School may refer your child to an Occupational Therapist if there are concerns about your child's sensory needs, fine motor skills or visual perception.

## **Parents**

You can make a big difference by supporting your child. Your child's teacher will discuss ways you can help at home.

## **Working Together Team (WTT)**

Is a National Autistic Society -  
01775 840250

## **Behaviour Outreach Support Service (BOSS)**

Supports schools to manage and maintain children with challenging behaviour

## **Specialist Teaching Team (STT)**

The Specialist Teaching Team may work with the teacher and SENDCo to provide strategies to use with your child. They can carry out assessments to help identify the difficulties your child is facing. All members of the team come from a teaching background.

## **Educational Psychologist (EP)**

The Educational Psychologist may work with the teacher and SENDCo to provide strategies or assess your child. Educational Psychologists have both a teaching and psychological background.

## **Sensory Services**

Sensory services may be involved with your child if they have a hearing or visual impairment. This will involve regular visits to school to ensure that any barriers to school life are kept at a minimum. They can also work on a one to one basis with your child.

## **Speech & Language Therapist**

The Speech & Language Therapist may support your child's language development. This can be through direct work in school or they may provide a programme for the school to deliver in order to support your child.



## How does the school teach children with SEND?

### How is the curriculum and learning environment adapted?

Class Teachers have a responsibility for enabling all pupils to learn.

To achieve this they:

- Plan appropriate work/activities for their pupils
- Ensure that support is available for all children (inclusive quality first teaching)
- Differentiate the curriculum to take account of differing learning styles, interests, abilities
- Ensure that all children can be included in tasks/activities
- Monitor individual progress
- Celebrate achievement
- Identify those children who require additional or different support in order to make progress
- Set targets and ensure pupils know the next steps in their learning

Intervention is carried out by the school and is additional to or different from the usual differentiated curriculum.

It may take the form of

- Using different learning materials
- Making reasonable adjustments to routines or to the physical environment
- Support staff in the classroom
- A more focused level of support in a small group withdrawn from the class



## What support is available for ensuring the emotional and social development of children with SEND?

Children may be supported through a social skills group or by the use of social stories.

School provides clear structure, rules and boundaries throughout the school day as well as a whole school rewards system.

If necessary we can ask for advice from other agencies.

Visual timetables are displayed in all classrooms so children know what to expect throughout the day.

## What extra activities are there?

School Clubs - including Breakfast, Sports, and Homework. Lego Club, Sensory Circuits, Forest School, computing, choir, yoga, mindfulness and KS2 Residential visit.

## What happens if my child needs additional equipment or facilities?

Resources are purchased to meet the needs of individuals as appropriate. **A disabled toilet is available.**

## How will the school let me know my child's needs and the help they are receiving?

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. We recognise that parents hold key information, knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their child's education.

Your child's teacher will discuss their progress with you regularly. If you or the school have concerns about your child, we will arrange to meet with you.

For some children it may be necessary to arrange for specialised assessments and support from an outside agency. **This will always be discussed with you before we contact any agencies.**

## How will the children themselves be involved?

Children with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like to enable them to reach their full potential. They will be encouraged to talk about their learning and their next steps, as well as the type of support they find helpful. We will always work in the best interest of the child, particularly if they are unaware of their specific needs, as may be the case with children on the Autistic spectrum.

## What happens when my child moves between classes or moves schools?

As your child progresses from class to class, they will continue to receive SEND support in school. Teachers make sure that SEND records are passed from class to class and hold transition meetings to discuss children's needs. All children have opportunities to visit their new classroom and meet the new staff who will be working with them, and if your child needs additional time for this process, this will be arranged.

If your child is leaving our school, we ensure that all records are transferred to the new school. For children moving on to secondary school, additional visits may be offered and we will liaise as closely as we can with the SENDCo at the new school.

If your child joins us part way through their school journey, the information received from their previous school will be used by the teacher to identify how to support your child in school and help plan the next steps of your child's learning.

Your child will continue to receive SEND Support in school and be part of the Assess, Plan, Do, Review process. If your child already has an APDR or a new EHCP, it will transfer with your child and any additional provision will continue along with the continued cycle of reviews.



## How does the school evaluate how effective the support is for children with SEND?

The way that children are supported will be reviewed continuously to ensure that we are meeting the needs of the children in school.

A number of areas are considered including:

- Staff awareness of procedures for assessment, identification and provision for children with SEND
- Early identification of children with SEND
- Partnership work with parents and children
- Academic progress of children identified with SEND
- How staff are deployed to meet the needs of children with SEND
- The involvement of children in reviewing their progress
- The relationship with outside professionals and the effectiveness of their involvement
- The various intervention programmes used and their effectiveness

Every class teacher produces a Provision map showing any additional support children are receiving, the frequency of this support and detailing the impact this is having.

The SENDCo provides a SEND report to the Governing Body once a term .

Pupil Progress Meetings take place regularly where Teachers, and the SEND Coordinator look in detail at pupil progress and identify where support is needed.



## What happens if I'm not happy with the support my child is getting?

At St Gilbert of Sempringham Church of England Primary School and Nursery we aim to work in partnership with parents to ensure a joint approach to meeting your child's needs. Any complaints regarding SEND provision should initially be discussed with the pupil's Class Teacher or raised with the Headteacher. (Mrs Sophie Foston) If a satisfactory outcome cannot be agreed, you should follow the steps outlined in the school's Complaint Procedures and Policy document which is available in the school office and on the website.



# Where can I get extra help and advice?

There are many organisations that will provide support for families with children who have special educational needs or a disability. You might find some of the links below helpful.

## Help and Advice understanding the SEND Code of Practice 0-25 years

The document can be found at [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND\\_Code\\_of\\_Practice\\_approved\\_by\\_Parliament\\_29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

## Lincolnshire County Council's Local Offer which details services available in the Area

<https://www.lincolnshire.gov.uk/send-local-offer>

[https://thestgilbertofsempringhamcofe.eschools.co.uk/storage/secure\\_download/NkZpT1JTMVBrdmFMcHg5R0IrV3FSZz09](https://thestgilbertofsempringhamcofe.eschools.co.uk/storage/secure_download/NkZpT1JTMVBrdmFMcHg5R0IrV3FSZz09)



## Lincolnshire ESCO

Early Support Care Co-ordination (ESCO) aims to raise the standards of care for children and young people, aged 0-18 years. Who have significant and complex needs and require targeted coordination of services. The Early Support Care Co-ordination (ESCO) team provides virtual drop in appointments.

Email: [esco@lincolnshire.gov.uk](mailto:esco@lincolnshire.gov.uk)

## SEND Information, Advice and Support Service

Offer impartial and confidential information, advice and support to parents who have a child or young person with special educational needs or a disability.

call 0800 195 1635 (Freephone)

## Healthy Minds– Lincolnshire

Healthy Minds Lincolnshire provide emotional wellbeing support for children and young people up to 19 years old. If you have a special educational need or disability or are a care leaver we can see you up to the age of 25.

Call Lincolnshire Here4You Line on 0800 234



## Lincolnshire Early Help Assessment

Sometimes it is difficult to know exactly what help you and your child need. In these cases, the Lincolnshire Early Help Assessment is an ideal tool to help. It is a way of identifying whether a child needs extra support and working out the best way to provide that support.

School will lead the process for you either through the Family Worker or the SENDCo.

Find out more from the link below.

<https://www.lincolnshire.gov.uk/downloads/download/216/ehc-request-forms>