

# Heckington St Andrew's Church of England Primary School



## SEND Information Report

**We believe that Heckington St. Andrew's is a special place for your child to learn and grow and that by our whole school community living by the principles of respect, resilience, relationships, reverence and responsibility we will produce children ready for the next stage of their lives.**

**Our aim is to inspire, engage and motivate our children to ignite a passion for learning so that they can succeed and reach their full potential. We provide a creative, personalised and nurturing environment where children can explore, discover and learn through real life experiences to build the foundations for a lifelong love of learning.**

### **Special Educational Needs and Disabilities at our school**

We believe that each child is an individual and we strive to ensure that all children receive challenge and support to achieve at school and to be happy and engaged in their learning.

### **How do you know if my child needs extra help?**

At Heckington St Andrew's we monitor the progress of all children regularly throughout the year. We have a comprehensive system of checks, including termly pupil progress meetings, to identify children who might need extra help. Here are some of the checks/indicators we use;

- Liaising with parents/carers and pre-school providers prior to your child starting school
- Liaising with your child's previous school if they transfer mid-year
- Listening to your concerns
- Meetings with teachers and other adults in school
- Liaising with external lead professionals e.g. Specialist Teaching Service, Healthy Minds, Behaviour Outreach Service (BOSS), Working Together Team (WTT), Educational Psychology Service (EP)
- Health diagnosis through a paediatrician
- Daily assessments of learning within class
- Your child expressing difficulty within an area of the curriculum
- Daily observations
- Termly pupil progress meetings
- Standardised test scores

### **What should I do if I think my child may have a special educational need?**

- Please come in and talk to us – your child’s class teacher will usually be the first person in school to contact. Mrs Katie Lakins our Special Educational Needs Coordinator (SENCO), Mrs Judith Bentley our Head Teacher and Miss Sarah Temperton our Deputy Head Teacher are always available for you to discuss any concerns you have.

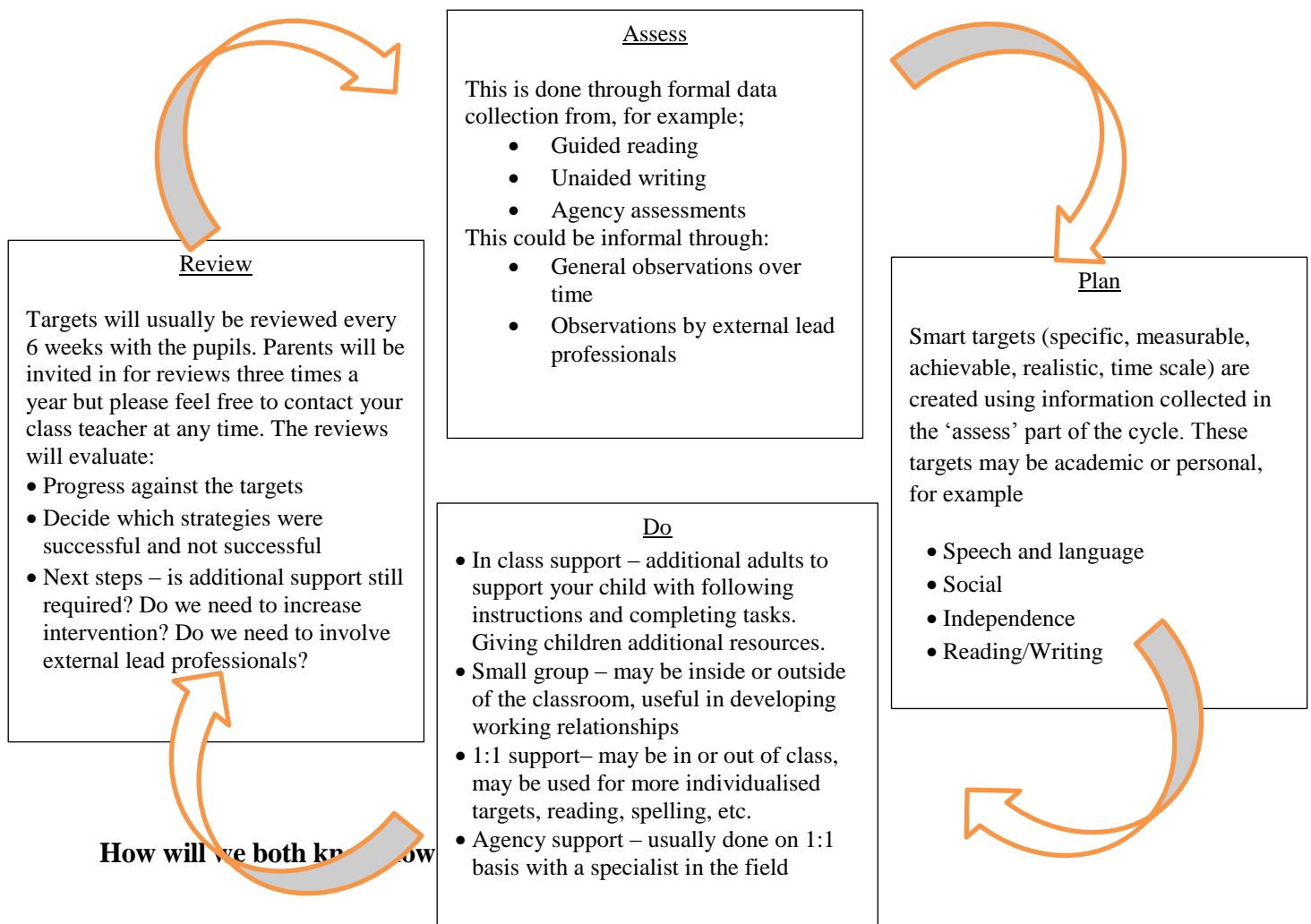
### What will happen once I have raised a concern?

If you raise a concern which we have not already identified we will carry out observations and assessments before meeting with you again to discuss the next steps. At this point some of the following action may be taken, depending upon individual circumstances.

- Further meeting may take place with the SENCO.
- A plan will be put together to set specific targets.
- Assessments or observations from external lead professionals may be required to support with setting suitable targets.
- The plan will be shared with you, your child and other adults within school.
- The targets will be reviewed with you and your child regularly to keep you informed of their progress.

### How will you support my child?

At Heckington St Andrew’s we are determined to support children in the best way possible for each individual. There are many ways in which we do this but ultimately, we follow the same cycle of assess, plan, do and review.



- We have an open door policy and there are many opportunities for informal feedback, including chatting to the teacher at the end of the school day and drop in sessions after school. Contact the school office to make an appointment.
- As a school we measure children's achievement from their starting point. The class teacher continually assesses each child's strengths and any areas where further support or challenge is needed.
- We will involve you at all stages of writing and reviewing individual targets.

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

- Your child receives feedback on a daily basis from the class teacher either verbally or written.
- Every child has individual targets in reading, writing and mathematics which are reviewed regularly. If your child has additional targets relating to their individual needs these will be reviewed termly and will involve your child.
- We may capture your child's views in a variety of different ways depending on their needs.

### **How can I support my child further to help them meet their targets?**

- Carry out additional work with them which may be given by the class teacher.
- Visit useful websites and try out any suggested apps or programs which may be suggested.
- Follow specific agency advice which may be given during a parental meeting.
- Attend review meetings to discuss your child's progress and share your views or concerns.
- Celebrate successes that your child has in school.

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

When a pupil has been identified with special educational needs and/or disabilities we;

- Continue to differentiate work within the classroom to meet the needs of your child.
- Teaching Assistants (TAs) may be allocated to work with your child in a 1:1 or small focus group to target more specific needs.
- Your child will be given individual targets. Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENCO three times per year.
- If appropriate, specialist equipment may be given to your child e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

### **How will my child be included in activities outside of the classroom if they have a special educational or medical need or disability?**

We are an inclusive school and all children are included in learning activities both around the school site and off site, for example on visits to support the curriculum. We will work closely with parents to

ensure that activities are adapted wherever possible to meet individual needs. Thorough risk assessments are carried out at all places prior to taking the children. Specific needs will be taken into account when completing the risk assessment to ensure all areas are accessible for the pupil and additional support or adults are available where needed.

All children have a right to attend our extra curricular activities and are welcomed to participate. Children with a Special Educational Need are also invited to take part in 'invite only' events through Carre's Grammar School Outreach. These sporting events have included exciting sports such as Boccia and Tri Golf and help engage children with SEN in sport.

### 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	Can support with effective target setting Monitors the effectiveness of intervention groups through the use of provision maps for each year group May complete referrals to external lead professionals Will lead annual review meetings and complete relevant paperwork
Teaching Assistants (class)	Day to day support within the classroom for class tasks (maybe 1:1 or in a small group) May provide additional intervention, e.g. handwriting, additional reading, scribing in writing, basic maths practise Directed by the teacher to support the targets set

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

Who?	How and Why?
Educational Psychologist	Assessment for learning; personal, social and emotional needs Observations Target setting Support with paperwork
Speech and Language Services	Assessments of speech difficulties and language acquisition Direct teaching
Specialist Teaching Service	Assessment for learning difficulties (including the identification of dyslexia) Direct teaching Observations to support with learning behaviour Target setting Training of staff
Health Visitor / School Nurse Team	Referrals from school or GP Individual health related assessments Signposting to other health services Support for referrals to paediatrician Support and advice for parents and families
Occupational Health/ Physiotherapist	Advice for schools

	Individual programmes for children Support and advice for parents Provision of specialist resources
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### What support will be there for my child's emotional and social well-being?

- We are an inclusive school; we welcome and celebrate diversity. All members of staff believe that a child having high self-esteem is crucial to a child's well-being and our wider curriculum provides many opportunities for social, moral, spiritual and cultural development
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be your first point of contact
- Class Councils and School Council meet regularly to encourage pupil voice and to provide an opportunity for worries or ideas to be shared.
- SEN staff and teaching assistants may lead 1:1 or small group programmes designed to build social and emotional skills. This could include programmes during playtimes.
- If further support is required the class teacher will liaise with the SENCO, this may include working with outside agencies e.g. Health and Social Care, Behaviour Support

### What training and experience do staff have to provide the additional support my child needs?

Who?	What?
SENCo	National Award in Special Educational Needs Coordination
<p>Across the school some of our teachers and teaching assistants have expertise in the following areas:</p> <p>Elklan (Speech and Language) TELL phonics First Class at Number Team Teach Autism awareness training Diabetes awareness training</p>	

### What support is available for my child's medical needs?

- All members of teaching and support staff have a First Aid qualification to deal with minor incidents.
- Diabetes training has been given to Miss Sarah Temperton (Deputy Head Teacher).
- All staff are made aware of individual medical needs and verbal advice is given. A care plan can be written where necessary for further details of a specific medical condition.
- Prescribed medicines and non-prescribed medicines are not generally administered in the School, with the exception of children who have special medical needs and an individual healthcare plan. Where possible children will be encouraged to administer their own medication but when necessary staff will support with this – in these cases parents must give written consent for medication to be administered using the school Parental Agreement for School to Administer Medicine form.

## **What support is there for behaviour, avoiding exclusion and increasing attendance?**

- As a school we have an extremely positive approach to all types of behaviour with a consistent reward and sanction system that is followed by all members of staff (see our behaviour policy).
- We actively seek to avoid exclusions. In most cases exclusions will be the last resort after a range of strategies have been put in place. We work closely with other agencies to meet individual children's needs.
- All children learn about our golden rules which are displayed around the school.
- If a child has a behaviour difficulty then an individual behaviour plan is written alongside you and your child to identify specific issues and put relevant support in place.
- The attendance of every child is monitored on a daily basis. Issues around attendance are identified early and support for you and your child is provided to address your individual circumstances.

## **How will my child be supported during transition to a new class or school?**

- We recognise that moving to a new class or school can be an anxious time for some children. We provide the following support for all children
  - Transition days for children to spend time in their new classroom and get to know their new teacher and teaching assistants
  - PSHE lessons to discuss feelings about transitions as well as practical changes
  - Transition meetings where teachers and teaching assistants discuss detailed information about the children in each class, including assessment data, learning styles, individual needs and social skills
- Some children will require additional support to ensure that the transition to a new class or to secondary school happens smoothly. This can include
  - Extra visits to the new classroom, with parents or teaching assistant
  - Meetings with the new class teacher, secondary school SENCO
  - An individual transition book, with photographs and information personalised to the child

## **Admissions**

Reception teaching staff will meet with children and families prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with parents, previous setting, health visitor etc.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENCO will telephone previous school to discuss individual pupil's needs.

**Please see the Admissions Policy (which can be found on our website) for further information.**

### **Accessibility**

- The building is easily accessed with double doors. The main entrance opens with an assisted door. There are no stairs in the building; the site is entirely flat.
- There is a disabled toilet in the main entrance of the school.
- Extra-curricular activities are accessible for children with SEN.
- The school has a "Quiet Area" and outside learning areas.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The school ensures that all pupils can access specific equipment that may be recommended for their personal use; we work alongside other services to acquire the appropriate equipment.

**Please see the Accessibility Policy (which can be found on our website) for further information.**

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

There are many services and organisations which can offer support and advice in relation to many needs which may arise. Some useful contacts are listed below:

#### **Liaise (SEND Information, Advice and Support)**

0800 195 1635

[liaise@lincolnshire.gov.uk](mailto:liaise@lincolnshire.gov.uk)

Family Action

[www.family-action.org.uk](http://www.family-action.org.uk)

#### **Lincolnshire Grief and Loss centre**

01522 546168

#### **Parent line plus**

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

#### **Lincolnshire Family Services Directory**

0800 195 1635

[fis@lincolnshire.gov.uk](mailto:fis@lincolnshire.gov.uk)

Local Offer is on their website

## **Who can I contact at school?**

You can liaise with your child's class teacher at the end of the day to discuss your child. If they are unable to speak at that particular moment a convenient meeting time will be arranged to discuss your child further.

Please speak in person to the main school office or alternatively telephone the office on 01529 460633 to speak to or make an appointment with the following people:

Katie Lakins– SENCO

Judith Bentley – Head teacher

Sarah Temperton – Deputy Head teacher

Margaret Ingham- SEND Governor

You can also contact the school through the office via email

[enquiries@heckington.lincs.sch.uk](mailto:enquiries@heckington.lincs.sch.uk)