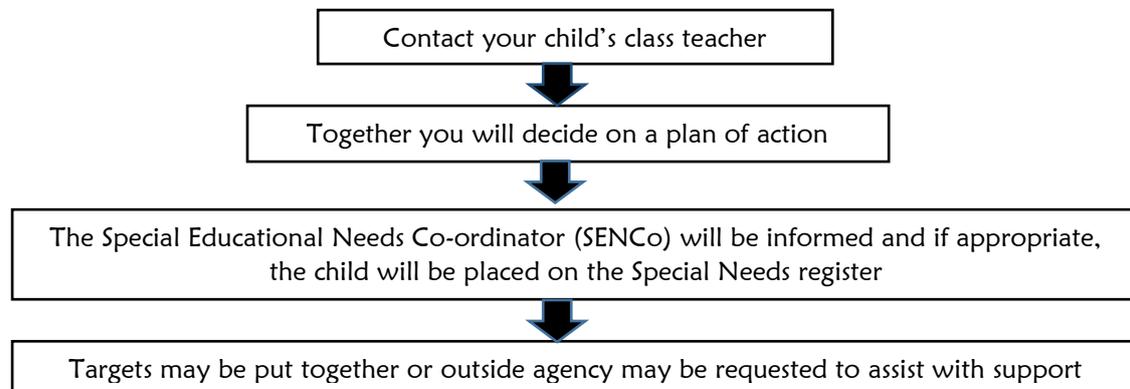


## Special Educational Needs ~ Eagle School Offer

At Eagle CP School, we aim to support all children to enable them to achieve their best at school. In order to do this, many steps are taken to support them on their learning journey. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. Here is our guide to SEND support:

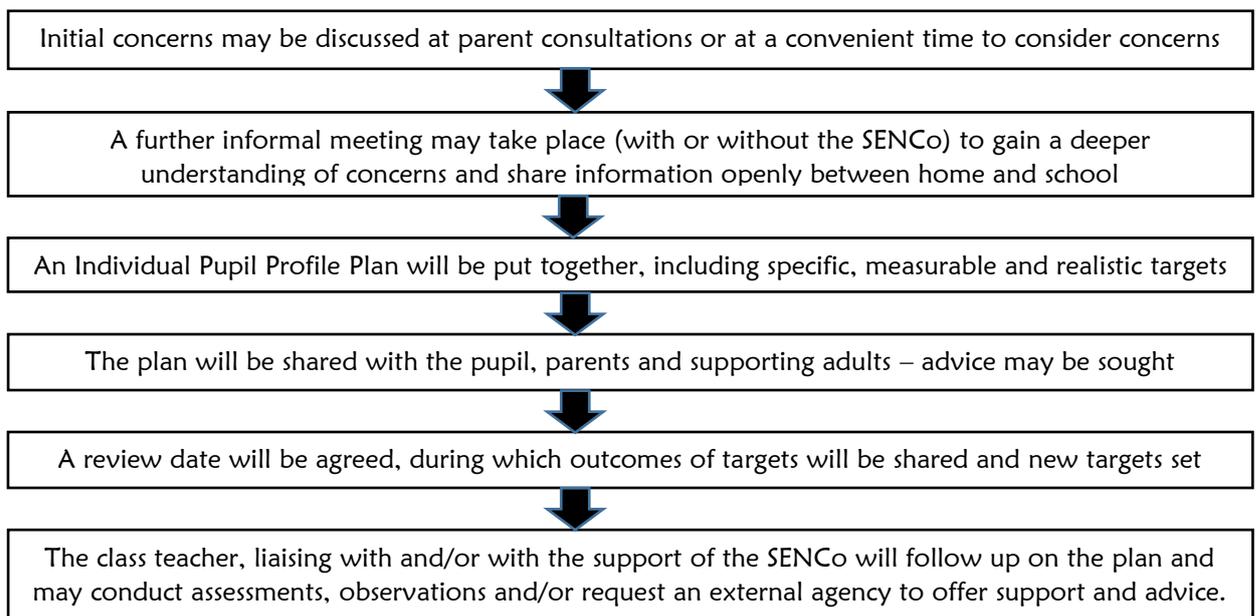
### **1. What should I do if I think my child has special educational needs (SEN)?**



Special Educational Needs Co-ordinator (SENCo): Mrs Hayley Adams

Special Educational Needs Governor: Jason Steel

### **2. How will school respond to my concern?**



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

The primary areas of SEN+D as identified in the SEN+D code of practice are:

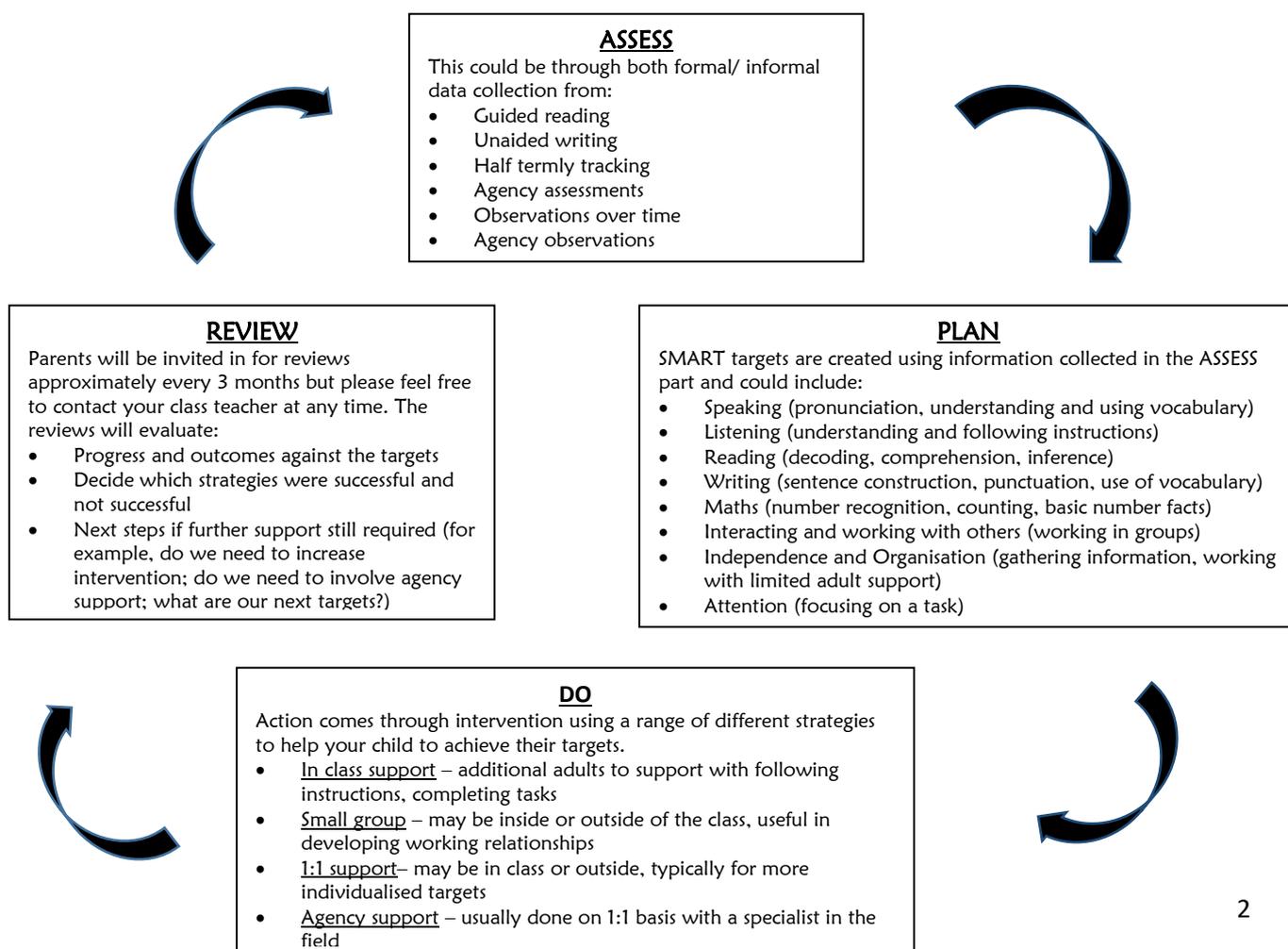
- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical development

When children are not making expected progress in line with their peers, class teachers will plan appropriate intervention and support. If a child continues to make little progress and is working at a level that is approximately 2 years below their peers then a child may be identified as having additional needs. Decisions are made based on a variety of factors, including:

- Adult observations over a period of time by class teacher, teaching assistants, midday supervisor
- In-house assessments may be relevant, however these are by no means conclusive
- Monitoring of data, reflecting on patterns of progress across the termly data returns
- Parental involvement in order to keep the lines of communication open between home and school
- Pupil Voice ~ informal discussions in respect of issues, challenges or concerns based on academic, communication, social, emotional, behavioural or physical aspects of learning

### 4. What will school do to support my child?

Your child will have targets set and their progress will be monitored by the class teacher, however they may receive support from Teaching Assistants, other teachers or agency support workers. The process of providing support is:



The intervention and provision is managed and monitored by the SENCo for the school. This includes:

- Intervention for individuals, and where applicable groups, for specific needs for each year
- Overview of pupils in receipt of agency support
- Responsibility for delivering the intervention
- Frequency and duration of intervention
- Resources/Details of the intervention
- Data to track the effectiveness of the intervention

Above and beyond targeted support for individual targets, we offer a range of structured intervention, including:

Cognition and Learning	Language and Communication	Personal, social and mental health	Physical need
Dyslexia screening Toe by Toe ( <i>reading</i> ) Precision Teaching	British Sign Language First Call ( <i>encouraging the use of vocabulary</i> )	1:1 Emotional Support ( <i>using stories and games to promote positive interactions and managing feelings</i> )	First Move ( <i>scissor skills, strengthening exercises, handwriting</i> )

At all stages, your child's class teacher, in consultation with the SENCo, is responsible for the planning and delivery of individual additional needs programmes. Special need provision is provided as a graduated approach as shown above, which can move through the following stages:

#### Additional Needs support (previously School Action/School Action Plus)

Initially, provision for a child will be planned for and delivered by his/her class teacher, teaching assistant and/or SENCo using a range of strategies and resources within school. If a child continues to make insufficient progress he or she may receive additional support/assessment from an outside agency following discussion with the SENCo, class teacher, parents and child. A child requiring a higher level of additional needs support may receive additional teaching assistant support, intervention sessions and advice sought from outside agencies.

#### Education Health Care Plan (previously Statement)

If a child continues to work at a level significantly below his/her peers and/or has a diagnosed range of severe complex needs that cannot be met within the schools resources then, with parental permission and involvement, a child may be referred for statutory assessment, which if successful may result in additional funding to provide further support. A child with an Education Health Care Plan may have the additional support of a teaching assistant for hours stated and funded by the authority.

### **5. Who will support my child in school?**

Our staff receive regular training updates on supporting children with additional needs e.g. Dyslexia, Epipen use, Behavioural approaches (eg Restorative Practice), Attachment and Social Communication Needs.

All staff have regular first aid training and designated staff are trained paediatric first aiders. We are also all trained in Positive Handling approaches.

Designated staff have been trained in specific moving and handling approaches.

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

Who?	How and Why?
Class Teacher	<ul style="list-style-type: none"> <li>• Sets targets based on your child's needs</li> <li>• Responsible for monitoring the effectiveness of intervention provided</li> </ul>
SENCo	<ul style="list-style-type: none"> <li>• Can support with effective target setting</li> <li>• Monitors the effectiveness intervention</li> <li>• Complete referrals to agency support</li> <li>• Lead review meetings and complete relevant paperwork</li> </ul>
Teaching Assistant	<ul style="list-style-type: none"> <li>• Day to day support (1:1 or in a small group)</li> <li>• Additional intervention (eg handwriting, reading, scribing, basic maths)</li> <li>• Directed by the teacher to support the targets set</li> <li>• Support for specific targets through Precision Teaching</li> </ul>
1:1 Emotional Support	<ul style="list-style-type: none"> <li>• Support for specific areas of concern/issue for self confidence</li> <li>• 1:1 discussion focused on managing anxiety, emotions, friendships</li> </ul>
Midday supervisors	<ul style="list-style-type: none"> <li>• Support for personal, social and emotional needs through playground games, initiating play, forming friendship groups</li> </ul>
Administration	<ul style="list-style-type: none"> <li>• Update your child's special education need to the central record</li> </ul>
Additional agency support	<ul style="list-style-type: none"> <li>• Complete assessments or observations</li> <li>• Provide details regarding your child's needs</li> <li>• Support with target setting</li> <li>• Involved in the review process and deciding next steps</li> </ul>
SEND Governor	<ul style="list-style-type: none"> <li>• Overseeing the provision for SEN</li> </ul>

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

Head Teacher SENCo	Child Protection SENCo Accreditation (Masters Level) PSHE Accreditation (Masters Level), with National Recognition Introduction to Counselling
Senior Teacher	Child Protection PSHE Accreditation
Teaching Assistant	Senior Teaching Assistant Early Years Specialist Paediatric First Aid
Teaching Assistant	Paediatric First Aid British Sign Language Precision Teaching Addacus Phonics Support
Teaching Assistant	British Sign Language Phonics Support
SEND Governor	Cluster meetings

## **7. Who else might be involved in supporting my child?**

We can access a range of external agencies to support your child if needed:

<b>Agency</b>	<b>Support available</b>	<b>Age of children</b>
Educational Psychologist	Assessment for learning, observations, target setting, support with paperwork and bookable sessions for school and parent	All ages
Speech and Language Therapy	Assessments of speech difficulties and language acquisition Direct teaching	Up to 7 years
Working Together Team	Observations and target setting to support children with social, communication difficulties, including those with Autism	All ages
Sensory Impairment Service	Providing assessment and support for Visually Impaired, Deaf, Hard of Hearing and Deafblind	All ages
Special Schools	Moving and handling training and setting support	All ages

We can also make referrals to:

- Paediatricians
- Family Action workers (to support with issues impacting on your child and the family)
- Child and Adult Mental Health Service (CAMHS) PAL service (Professional Advice Line only)
- Education Welfare Service

## **8. What support will there be for my child's emotional and social well-being?**

Pastoral and social support:

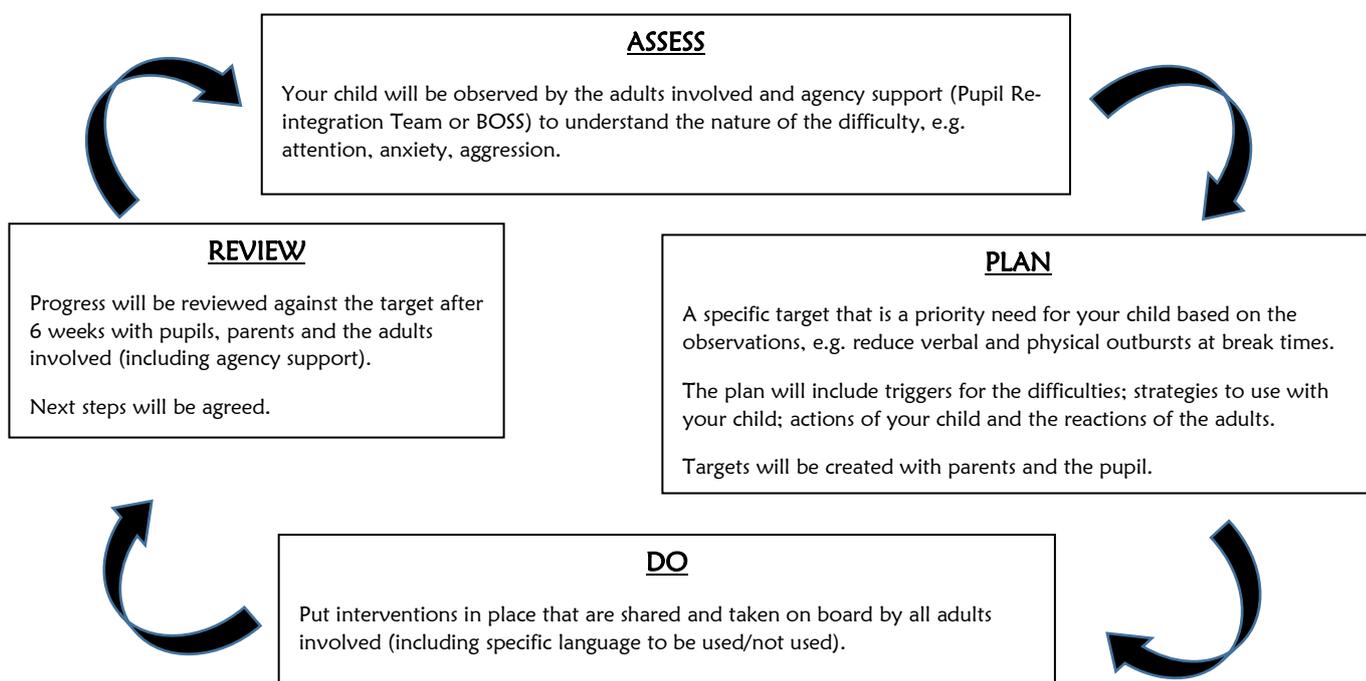
- Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs.
- All incidents are communicated to the relevant members of staff and recorded
- All child protection issues will be reported to Head Teacher.
- We have a clear behaviour policy which is adhered to by all staff (please visit the school website for a copy).
- Personal, social and emotional development is planned for across the school. The content of this will vary dependent on the needs of the children. Stories, circle time and sharing experiences form a staple part of the group.

Medical needs

- If your child has specific medical needs then please contact either your class teacher or the SENCo so appropriate plans can be put into action.
- If needed a 'care plan' can be written to inform all staff of the specifics of the condition and what should be done to support the needs of the child.
- If your child requires ongoing medication, please contact the school office and complete a medicine administration form. All medicines will be stored in a locked storage box within the medical locker.

Support for behaviour (including attendance and exclusion):

If your child has specific difficulties regarding behaviour they may have a behaviour plan. This will follow the ASSESS, PLAN, DO, REVIEW process:



- If behaviour issues continue despite intervention, a multi-agency meeting (including all adults and agencies involved) may be arranged to discuss next steps to avoid exclusion.
- If concerns arise regarding your child’s attendance falling below 90%, an Education Welfare Officer may be asked to become involved as per the attendance policy (please refer to website).

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

Review meetings	Your child will be asked for their thoughts regarding their progress towards their targets, what strategies have worked well, what they think they may need support with next
Continuity of staff	As much as possible, your child will be supported by the same adults so they can develop an effective relationship. Any transitions will be managed carefully and utilised to minimise over-attachment
Ongoing recording of views	Your child’s view will be recorded throughout the interventions to judge their engagement and progress. This will inform future planning.
Use of social stories, cartoon conversations	If appropriate, these are written for individual children to help them understand how to manage their emotions or behaviours in a certain situation

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

If your child has SEN then they will require support that is 'additional to and different from' the rest of the class. This does not mean that they need to be taught outside of the classroom, it simply means that teachers need to ensure we use a range of different strategies to support the child's learning which may include, but is not limited to:

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

## 11. What opportunities will there be for me to discuss my child's achievement? How will I know how well my child is progressing?

We pride ourselves on our positive relationship with our parents as we understand you know your child best. Opportunities for feedback include:

<b>Opportunity</b>	<b>Details</b>	<b>Frequency</b>
Review meetings	An opportunity to review the outcomes against the previous targets and then agree new ones	Every 3 months
Assessment or observation feedback	To feedback an assessment report or observation either by the agency or the SENCo  If these are completed close to the review meetings, then feedback may be during this time.	Dependent on the need for the agency involvement

Parent consultations	If your child's targets directly relate to the classroom, e.g. behaviour, attention, organisation then these may be discussed during parent consultations.	Every 4 months
General teacher feedback	If your child's teacher has a specific feedback, e.g. to celebrate success or to discuss any concerns, this will happen in between the above meetings.	Dependent on the needs of your child
Home-school communication	It may be required to set up a <b>manageable</b> home-school book or chart which may form part of your child's behaviour plan.	Dependent on the needs of your child

Your child's teacher will always make themselves available to discuss any specific issues at an appropriate time. Please contact them to arrange a mutually convenient time. The best way to contact the teachers is to call school on 01522 868354.

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

We carefully track all of our children's progress across each term through the use of data and through observations. If your child is not meeting their age-related expectations, we may use a range of assessment tools to help us pinpoint how best to support them including:

- National curriculum levels
- P Scales (PIVATs) – steps before the National Curriculum for children in Year 1 and above
- Early Learning Goals – for children working within the Foundation Stage
- Reading and spelling age assessments
- Standardised assessments (completed by Specialist Teacher and Educational Psychologist) – gives us a clearer picture of areas of strength and development against children nationally
- Assessment for learning – within the classroom, using thumbs up/down, self-assessment against targets, use of talking partners to share ideas.
- Individual targets – through a personalised plan

These help to identify areas to target and support with advice on how to move your child forward. If it is felt your child is struggling to progress at an expected rate for *them* it may be necessary to move forward to formalise their needs through applying for an 'Education Health Care Plan'. This is a document that school have to legally follow. These will bring together the education, medical and social care needs (as appropriate) of your child.

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

We frequently use educational visits and residential trips (in Year 4 and Year 6) to enhance the learning in the classroom and make it 'come to life'. We will always include your child on a visit, ensuring any specific needs they have are taken into account with our risk assessment. If you wish to support your child during a visit, please contact your class teacher. Dependent on the needs of your child, you may be asked to support them on an educational visit.

All children have an equal right to attend our extra-curricular clubs.

Our breakfast club and after school care can be contacted

### **14. How accessible is the school environment?**

To support your child in access the school facilities we have:

- Ramp access to four classroom and via the main entrances
- A hygiene suite with toilet and physiotherapy bed
- Support to communicate with English as an additional language (EAL) parents would be provided by the Ethnic minority service
- Access to state-of-the-art ICT equipment (including i pads)

### **15. How will the school prepare and support my child to join the school?**

We have strong links with our feeder nurseries and to ensure a smooth transition we:

- Send Teaching Assistants to visit the nurseries to meet your child
- Receive and use relevant paperwork from the nursery, e.g. your child's learning journey, any SEN or medical information
- Arrange at least two visits before your child starts school, including opportunities for your child to meet some of the children currently in Reception
- Short visit days, with increasing time frames if applicable
- Parents meetings with your child's class teacher before they start school
- Meet with children's key workers at discuss your child's individual needs
- Hold a 'welcome evening' in the summer term before they start, where you will meet your child's class teacher (and others in the Key Stage 1 department), get information about how the school runs, the order of the day and chance to visit your child's classroom
- Meet with Agencies already involved with your child, e.g. Speech and Language therapists to discuss their targets

Transition between year groups also involves:

- Sharing of information between class teachers (including paperwork, successful strategies)
- Class swap days where your child will meet their new teacher
- Parent drop in sessions in the autumn term to meet your child's new teacher

## **16. How will school prepare and support my child to transfer to secondary school?**

We understand the transfer to secondary school can be a daunting time for everyone and maybe even more so if your child has SEN. We will support you and your child by:

- Organising agency support for transition, e.g. Acorn Behaviour Service (emotional and behavioural), Social Communication Outreach.
- Provide information about the needs of your child to their transferring school through face to face meetings, paperwork, emails, etc
- Complete transition booklets to support your child in becoming familiar with the new routines of the school, e.g. maps, timetables, photos of key members of staff
- Organise additional visits to the school
- Invite the SENCo's from the secondary schools to come to the last review meeting of Year 6

## **17. How will I be involved in supporting my child?**

Parents are given a lot of practical ways to support their child's development in school and at home. We often give parents:

- Games for developing memory, spellings, maths
- Useful websites and apps
- Strategies for reading, e.g. reading to your child, with your child, before they read to you
- Specific agency advice – could be games, organisational strategies (e.g. visual timetables), behaviour management strategies
- Letters to support referrals to Paediatricians

Parents are always encouraged to support within school through:

- Donating spare time, e.g. to listen to readers, check spellings
- Share your own talents, e.g. art, sports, career advice
- Share your knowledge our child, e.g. through review meetings, parent consultations
- Joining us to celebrate success, e.g. talent days, music events, craft afternoons, art exhibitions

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

Useful organisations include:

Organisation	Telephone	Website/Email
Lincolnshire County Council Local Offer		<a href="http://www.lincolnshire.gov.uk/parents/support-and-aspiration/">http://www.lincolnshire.gov.uk/parents/support-and-aspiration/</a> Information regarding the SEN provision across the county
Family Services Directory and Local Offer		<a href="https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page">https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page</a>
Liaise	0800 195 1635	<a href="mailto:liaise@lincolnshire.gov.uk">liaise@lincolnshire.gov.uk</a> SEND Information Advice and Support Service
Parentlineplus	0808 800 2222	<a href="https://www.familylives.org.uk/">https://www.familylives.org.uk/</a>
PAACT (Autism Support)	07847 507 353	<a href="http://www.paactsupport.com/">http://www.paactsupport.com/</a>
Lincolnshire ADHD Support Group	01522 539939	<a href="mailto:lincoln.adhd@btconnect.com">lincoln.adhd@btconnect.com</a>
Family Action	01522 69010	<a href="https://www.family-action.org.uk/">https://www.family-action.org.uk/</a> <a href="mailto:lincoln@family-action.org.uk">lincoln@family-action.org.uk</a>
Lincolnshire Centre Grief & Loss	01522 546168	<a href="http://www.lcgl.org.uk/">http://www.lcgl.org.uk/</a> <a href="mailto:email@lcgl.org.uk">email@lcgl.org.uk</a>
Children's Centre	Various (follow link)	<a href="https://www.lincolnshire.gov.uk/childcare-and-family-support/find-a-childrens-centre/">https://www.lincolnshire.gov.uk/childcare-and-family-support/find-a-childrens-centre/</a>

## **19. Who can I contact for further information?**

If you require any further help or support, please contact:

- Your child's class teacher as first point of contact using the email address
- The School SENCo (Hayley Adams)
- The Head Teacher (Hayley Adams)

By working together in partnership, we can provide the best support for your child. We will do our best to update and inform you of your child's progress and notify you of any relevant information. Please support us by providing the school with any relevant reports from outside agencies.