

St Gilbert's CE Primary School



Information regarding our provision for Special Educational Needs and Disabilities (SEND)

Our Vision

To inspire a love of learning

Inspirational teaching that enables all our children to flourish as confident and independent learners

A vibrant curriculum that fires each child's imagination to explore and fulfil their own potential

A loving, Christian school family that values every child and takes pride in their achievements

There are many terms that are abbreviated that can lead to confusion and we hope the glossary below is useful.

Abbreviation	Meaning
AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural and Emotional and Social difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free school meals
HI	Hearing Impairment
IEP	Individual Educational Plan
KS	Key stage
LAC	Looked after Child
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational therapist
PPG	Pupil Premium Grant
PSP	Pastoral Support Programme
SaLT	Speech and Language Therapy/Therapist
SEN	Special Educational Needs
SEAL	Social and Emotional Aspects of Learning
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs and Disabilities Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

St Gilbert's has been brilliant in meeting my son's needs. We have regular meetings to discuss his progress and the school ensures he is supported in areas he struggles with. My son loves school and we are so lucky that he has such a fantastic team around him to ensure that all his needs are met at St. Gilbert's.

What should I do if I think my child has special educational needs?

If you think your child has special educational needs or you are worried about their progress and believe there may be underlying concerns then please discuss this with your child's class teacher in the first instance. They will raise your concerns with the school SENCo who in turn will contact you to arrange a meeting or they will attend a Parents' Evening Meeting whichever is sooner.

*The school **SENCo** is – Mrs K Standen. If you have any concerns please do not hesitate to contact the SENCo by emailing enquiries@st-gilbert-stamford.lincs.sch.uk or call into the office to arrange an appointment.*

Our SENCo is responsible for the operation of the Special Educational Needs Policy and the co-ordination of specific provision made to support pupils with provision for pupils with SEN. They liaise with all staff to monitor and track pupil progress and plan further interventions if required.

There is regular contact with a wide range of external agencies that are able to give more specialised support.

How will the school respond to my concern?

We are an open school. Please be assured that we are keen to listen to your concerns and discuss them with you. We will let you know which interventions we are using with your child and will let you know how successful these have been. The school will look into your concerns more fully. If a further, longer meeting is necessary, we will organise this with you and continue to share information between home and school.

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

The school tracks all children to monitor their progress and will discuss this with parents during parent's evenings. If we are concerned at any time we will discuss this with you at these meetings but we may contact you at other times. However, if you have raised worries with the school we will look into your concerns fully. This means that we will ask your child's class teacher to provide key information.

The class teacher, Key Stage Leader and/or SENCo will analyse your child's attainment and their progress. We will assess the success of any intervention in place. We will also analyse any information you have provided to the school. We will talk with your child to find out how they feel they are doing in school and whether they would like some additional help in school. We will then meet with you once again to discuss our thoughts.

Sometimes a short period of more targeted support for your child will meet their needs and this will usually be the first step. However, if we believe that there is a greater cause for concern or intervention does not work, it is possible we may involve an external agency such as a Speech and Language Therapist or the Educational Psychologist. The main aim is that we all work together so that we can support you and your child

What will the school do to support my child?

The school will organise targeted work to support your child. The class teacher and SENCo will plan with you and your child their programme of initial support. The school will agree with you timescales to review this support. We will agree a date with you to review your child's progress and then set further targets taking into account your child's progress against the previous targets.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership team to discuss the progress of pupils in their class. This shared discussion may highlight further concerns which will form the basis for further support which may be from an external agency. You may need to sign a form which gives consent for this referral to be made. You will be involved in this decision.

A decision will be taken with you as to whether your child's name should be added to the SEN register. Your child will then receive an Individual Educational Plan (IEP) which will have key targets linked to their areas for development and you will have additional meetings three times a year to monitor against these. However, these may be more frequent if we all believe that these are required and we will organise these with you.

Who will support my child in school?

Teachers and Teaching assistants will work with your child and you will be made aware of who these staff will be. The school may organise for your child to work alongside other children if we feel this would be of benefit to them. We also have volunteers who come into school to hear children read and they may also work with your child.

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

There are staff with various qualifications in school. Some have been trained in Autism, some in Speech and Language particularly in ELKLAN (programme to support the development of Speech and Language) and also Makaton (signing).

How are school governors involved and what are their responsibilities?

Mrs J Marshall is the SEND Governor for our school. She has a wealth of teaching experience particularly with children who have Special Educational Needs. The SENCo meets with the SEND Governor at least three times a year and reports are also made to the Governing Body on the well-being and also the achievement of those on the SEND register.

Who else might be involved in supporting my child?

The school works with various external agencies to meet the needs of pupils. These are:

- Educational Psychologist
- Speech and Language Therapist
- Mrs J Woods – ESCO (Early support Care co-ordination)
- Health Family Support Workers
- Social services
- Adoption Services
- Community Paediatricians
- Children's Centre
- CAMHs – Child and Mental Health Service
- Workign Together Team – Autism Outreach Team
- Child Protection Advisors
- CAST – Child and Adolescent Support Team
- Early Help Team
- EWO - Educational Welfare Officers (also known as AAP – Attendance Advisory Practitioner)

We also work closely with secondary schools and Special Schools and invite them to meetings when your child is transitioning into secondary school or at any other time as deemed appropriate.

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

We will involve your child from the start by talking to them about their worries of what they find difficult. We will also find out their likes and dislikes. You would help us by doing the same at home and sharing these with us and they may naturally feel more comfortable doing this with you. We will also involve your child when we review their learning, talking about their successes and they will also be fully involved in setting their new targets. Sometimes a Teaching Assistant may be working directly alongside your child and they will be part of these reviews. Sometimes the TA will be the person whom your child prefers to talk to about school rather than their class teacher.

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

The school takes pride in its ethos which has been graded as outstanding by OFSTED. However, we recognise that sometimes children are unhappy for a variety of reasons and we will work with you to support them and help them work out what is worrying them. Sometimes these can be friendship worries and sometimes they can be founded on issues that are happening at home.

*The class teacher will work with your child and put in place strategies so that your child can communicate with them easily. We have worry boxes in class, or sometimes we organise a diary for your child which they can write in and then share. We may also organise for your child to visit our Learning Zone so that they can have individual support with our **HLTA, Mrs C Camp**. We will use social stories and Feelings Art to explore how we can best target the most effective support.*

We will make sure you are aware of what is happening in school and work alongside you and your child to move forwards. It is important that your child is a full part of planning what they think might help them and with you we will ensure this happens.

Sometimes your child may be showing behavioural concerns. These may be at home, school or both. It is important that the school and parents work together to ensure that these behavioural problems do not escalate and result in exclusion from the school. (Please see our behaviour policy and our exclusion policy). We will listen to your child and talk with them but make clear expectations in school. We recognise that sometimes behavioural concerns can result in a child feeling bullied and we will take swift and effective action to stop this, working with all parents and children concerned. Please see our E-safety, Anti-bullying and Anti-Cyber bullying policies.

Please support us and talk with us as soon as you are aware of any worries your child has so we can act promptly. If your child has medical needs there may be a detailed Care Plan in place. In these instances, specific staff will undergo training to meet these needs. Unless, your child has medication for ongoing medical reasons such as diabetes or epilepsy the school will not administer medicines and we ask that you organise for a friend to visit the school to administer antibiotics if you are unable to do so.

All staff have basic First Aid training and the SENCo/Head Teacher has a higher level of First Aid training. All staff are also EpiPen trained.

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

Matching the curriculum to your child's needs will depend on what we have identified as the most important area to focus on. We will differentiate activities for your child and deliver these in class or alternatively they may have support in one of our shared areas. Many children in school have over-teaching sessions (additional time to look at information learned in the classroom) or intervention to support them. Sometimes these are for a brief time or sometimes they can be for a longer period of time. Activities will be planned in line with your child's current ability and the targets we have set for your child.

Learning may be practical, IT based or paper based depending on how best your child learns whilst also making sure they have full access to all the activities that other children do. We may also provide specialist equipment e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

In some cases, children require a completely differentiated curriculum focused on Life Skills, Physiotherapy sessions, Speech and Language with the use of IT programmes such as Clicker 6 which supports writing. Pupils are sat carefully in class but are also with their friends. This includes high quality teaching and routine strategies e.g. seating for learning, use of ICT, other appropriate resources.

The school may also complete visual stress tests and can provide coloured overlays which can help some children with reading.

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

If you child has a Special Educational Need we will meet with you three times a year, or more if required. These meetings are in addition to general Parents' Evenings. We may also put a Home-School Book in place which means we can communicate together on a daily basis.

How does the school know how well my child is doing?

It is important to remember that all children are individuals and will progress differently to others in their class or year group. We set targets for all our children and track their progress through the activities we set and also the assessments completed during the year.

We look to see if they are making the expected rate of progress and we will put in place support if we feel they need an extra boost to move them forwards.

In Reception, we monitor progress through the Early Learning Goals. Once children are in Year 1 and above we use the National Curriculum Standards. We also use PIVATS which monitors smaller steps of progress.

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

All children have full access to all activities as part of the curriculum which includes school trips. If we believe your child needs additional support, we will put this in place. If your child has a designated Teaching Assistant, they will be with them throughout.

How accessible is the school environment? How accessible is the curriculum?

The school treats all pupils equally. If your child is disabled or you feel they have physical or academic needs that may require additional support and procedures put into place, please contact the school to organise a meeting with the SENCo. We can then plan together. The school has disabled access, a hygiene suite and also a lift in KS2. We also use specialised IT programmes to support children. The school also has two disabled parking spaces.

How are the school's resources allocated and matched to children's special educational needs?

The SEN budget is allocated each year and is used to provide additional support and resources which can include staffing. The school may allocate additional resources if required and believed necessary by the school.

How do we support EAL (English as an Additional Language) children and their families?

Each individual child is assessed and taught to meet their individual needs. If we feel a child needs additional support due to their learning in a different language we will work with you to put in support programmes. We will provide support to families as necessary and will endeavour to provide additional language support to you if needed. This is not the same as a Special Educational Need where children are not making the expected progress in their learning. Sometimes children who are learning in a different language also have a Special Educational Need.

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

Please see our new children pack on the website. If your child is joining in Reception they will be visited by their new teacher at their Nursery and will also take part in visits to the school prior to September. We also invite you to a New Parent's evening. You and your child are also welcomed to one of our many activities prior to their start so that your child is familiar with the surroundings.

How will the school prepare and support my child to transfer to a new setting?

We have good links with all local secondary schools. The school will organise a Transition Plan for your child if you and the school believe this will support your child. This is a plan which will detail what will be done to support your child in moving to secondary school, however, we have a range of meetings for all children in Year 6. This will involve the SENCo from your child's new school.

All secondary schools visit feeder primary schools ahead of any transition visits.

The Secondary School SENCo will also be invited with your agreement to all reviews and will be party to all information helped by the school on transfer to ensure your child has the best and most effective start to their next stage of education.

When moving in between classes in school, we will organise additional visits and use strategies such as a photo book which will help your child to remember places and routines over the summer.

We also complete SEAL lessons on 'Changes' and 'Relationships'.

Secondary Schools in the area visit the school to complete enhancement activities such as Drama.

How can I be involved in supporting my child?

Your role is exceptionally important and a key factor in moving your child's learning forwards. You will be involved in all reviews and plans for your child.

Please talk with us about any concerns and times of celebration and actively work at home on agreed targets for example, hearing your child read every night, helping your child learn all their sounds and blends. You can also help us by ensuring your child completes homework on time and takes pride in all that they complete.

The school SENCo may meet with you to discuss specific strategies.

If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are usually provided that can be used at home.

How can I access support for myself and my family?

If you would like to access information yourself please do so by accessing www.lincolnshire.gov.uk/SENDlocaloffer.

The school has also published further information on the Family services Directory Website.