



William Hildyard Church of England Primary and Nursery School Special Educational Needs Disability School Offer

At William Hildyard Church of England Primary and Nursery School, we pride ourselves in offering all children the chance to achieve and succeed in an inclusive, supportive environment.

For children who find learning difficult and require extra provision we offer them support in many different forms as detailed in our School Offer. It is our mission as a school, to enable children with additional needs to learn as positively as their peers and close the gaps in their learning as effectively and efficiently as possible.

The following questions provide an insight into SEND and the impact it has on the children with additional needs.

What is SEND?

A child has special educational needs or disabilities (SEND) if they have a learning difficulty or disability which means that they find it significantly harder to learn, or to do activities which children the same age are able to do. These children need extra help or support, or special provision made for them to allow them to use the same facilities as other children of the same age.

If your child has special educational needs or disabilities their needs will fall into one or more of the four main areas of SEND;

1. Communication and interaction

- Speech, Language and Communication Needs (SLCN)
- Autism

2. Cognition and learning

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

3. Behavioural, emotional and social

- Difficulties concentrating for set periods
- Anger issues
- Attachment disorders

4. Physical and sensory

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

What is a SEND Register?

A SEND Register is a list of all pupils in the school who have been identified as having special educational needs (SEND) and/or a disability. This makes it easier for the Special Educational Needs Coordinator (SENCO) and staff to monitor pupils who need extra support.

Why is my child on the SEND Register?

Any pupil on the SEND register has been identified as having a special educational need and/or disability. Extra help and support will be given to these pupils to help ensure they make progress. Parents will always be notified before a child is named on the SEND register.

What does this mean for my child?

If your child is placed on the SEND Register, then he/she will start to receive extra help. This will be set out on a Pupil Profile so that you can see the help your child is receiving, how often and the impact this extra support is having on his/her progress.

Will my child always be on the SEND Register?

This may vary. Some pupils with significant needs will always be on the SEND Register because they will always need additional help. Other pupils may only need support for a short amount of time and if this extra support is no longer required he/she will be removed from the SEND Register in discussion with parents/carers.

What is a SEND Policy?

Every school has a SEND Policy. A copy of William Hildyard Church of England Primary and Nursery School's SEND policy can be found on our school website.

At William Hildyard Church of England Primary School we recognise how important it is for you to talk to us about any concerns or worries you may have about your child's progress or social wellbeing. The following questions look to address the steps you should take if you feel you would like to talk about your child's learning.

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

Our Open-Door Policy within school allows all parents and carers the opportunity to discuss their child's progress with members of staff. We especially encourage this communication if you are concerned that your child may have a special educational need and/or a disability. It is best to talk to his/her class teacher in the first instance. You may also wish to make an appointment to meet with a member of the Special Educational Needs team.

How will the school respond to my concerns?

The class teacher will ensure all worries are looked in to and that the child is monitored, observations are conducted and appropriate assessments performed for further insight in to the area of concern. A meeting will then be arranged with a member of the SEND team to talk through the information that has been collated and discuss actions to be taken.

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

Pupil progress is tracked for every child in every term. We support children with effective classroom practice. Where there is a significant difference between their learning and learning of others in the class, a member of the SEND team will meet with parents to discuss future needs under our SEND provision.

What will the school do to support my child?

The SEND team will work with members of staff to ensure all children with additional needs within our school feel fully supported and are achieving individualized goals. In doing so, a Pupil Profile (PP) will be developed highlighting areas in the child's learning that need targeted intervention or further focus. The PP will set out achievable and time-bound aims, will explain how and when your child will be supported and who will be helping him/her to achieve their targets. The PP will provide suggestions as to how parents/carers can help at home.

These PPs will be reviewed at least three times each year by the class teacher and a member of the SEND team. Parent and pupil views will be recorded and used to inform planning for the next PP. All PPs and reviews are kept by the class teacher and the SEND team.

Each child's needs are unique and so each child will receive different support, depending upon their specific needs. The SEND team and class teacher will decide which strategies and resources are appropriate to support your child's needs.

Below are some *examples* of activities and interventions which may be offered to pupils to support additional needs.

Communication and interaction

- Resources provided by the Speech and Language Therapy Service - First Call
- Communication and language games
- Social skills games
- Specific Speech and Language programmes provided by the Speech and Language Therapy Service (when available)
- Use of Makaton - an early sign language tool

Cognition and learning

- Teaching assistances support inside the classroom, in group work, individually (if needed) or by way of intervention sessions on a particular learning objective.
- Teaching methods to suit all types of learner e.g. visual or kinetic
- Differentiation and personalised learning goals for each child
- Learning resources in all classrooms
- Specialist programmes used across the school in Literacy and Maths: - Dynamo Maths Programme used interactively and in guided sessions, Beat Dyslexia, Wordshark, Memory Skills games, Speech and Language programmes and activity packs, Maths and Literacy practical games and resource packs, Education City interactive programme in Maths and Literacy (but also features French and Science learning too).
- Intervention Sessions across the school such as: Tier 1-4 Phonics Intervention, Support for Spelling and Grammar, Precision Teaching, First Class Number, Year 6 Booster Sessions, Comprehension Skills support and Problem Solving guidance.
- iPad learning – Book Creator, Puppet Pals, iMovie, Bee Bot, Nozoku Rush, IXL Maths, Shape Up, Kodable etc.

Behavioural, emotional and social

- De-escalation plans which outline a pupil's difficulties and the best strategies to use to help him/her
- Behaviour games and anxiety/attachment provision
- Social skills games
- Reward strategies
- A nurture group/mentor/buddy system with older children/1:1 adult support

Physical and sensory

- Specialist equipment such as seating, writing slopes, pencil grips, visual overlays
- Sensory circuit activities
- Specialist training from outside agencies, such as specialist nurse for pupils with disabilities and teachers of the hearing and/or visually impaired
- Alpha Smarts
- Occupational Therapist

Who will support my child in school?

All teachers in our school plan lessons according to the specific needs of the children in their class. Children work within an inclusive, differentiated setting whatever their need and the support around them will ensure they are challenged and encouraged at their own level. This personalised planning and teaching will be modified on a daily basis, if required, to meet your child's learning needs and plan for the days ahead. To ensure this approach is effective as can be, trained support staff will reinforce the learning objectives on their PP.

The teachers and teaching assistants in our classrooms are equipped with specific learning resources, strategies and tools to break down learning in to manageable steps. Your child will learn at their own pace, which in turn will boost confidence and their ability to achieve.

Where specific, targeted learning is required, intervention groups will establish further understanding and fill gaps in your child's learning. These groups may occur within the classroom or outside of the classroom and can be run by the teacher or teaching assistant. The teacher will plan these sessions and ensure monitoring of the children within the intervention to ensure clear progress and accelerated learning.

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

We have a SEND team who work across the school with a range of expertise. Training needs are reviewed regularly to ensure that our skills and knowledge are up to date. Members of staff have attended training to help support pupils with dyslexia, autism and emotional and behavioural difficulties.

Who else might be involved in supporting my child?

The SEND team meets to discuss SEND policy, procedures and progress. The school may ask an outside agency to assess your child in order to provide accurate identification of your child's specific needs and support the school and parents in planning future support. Permission will always be required from a parent before outside agency intervention.

Outside agency support may include:

- The Specialist Teaching and Applied Psychology Service (STAPS)
- The Speech and Language Therapy Service
- ASD Outreach Team (Gosberton House)
- Sensory Services for Pupils with Hearing/Visual Needs
- Play therapist /Youth Support Services
- Community Paediatrician
- School Nurse
- CAMHS
- Children's Centre

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

The well-being of all children is always paramount and the child remains at the centre of all discussions, decisions made and actions taken. The school will ensure that the child has regular and timely opportunities to share his/her feelings, worries and concerns with the key adults involved.

The strong Social, Moral, Spiritual and Cultural curriculum of the school drives forward the ability of pupils to empathise, understand, relate to and communicate with their peers and adults around them.

Children are taught the values of respect, kindness, tolerance and friendship through collective worships. We also ensure we share an approach to anti-bullying. The School Council take an active role in the prevention of bullying and Play Leaders and adults monitor playtime relationships to make sure children get along well together.

The school has high expectations for good behaviour and specific systems are in place to support and encourage children to behave well. Exclusions from school are rare.

High levels of pupil attendance are celebrated through certificates at the end of the school year. The ethos of the school is modelled by all staff, encouraging all pupils to attend school every day.

How will my child be involved in the process and be able to contribute his/her views?

Class teachers, teaching assistants and other professionals working alongside a child will always be available in order to provide him/her with opportunities to share needs, learning goals and feelings. This may be represented in a range of forms for example – PP reviews, social stories, and class work.

All children with a PP are made aware of set targets and children will be given ownership of the targets they set for learning. The class teacher, teaching assistants and the SEND team will ensure that a personalised plan is in place which reflects the needs of the pupil. It will aim to achieve a challenging outcome driven by the strengths of the child.

The entire process is centred on a 'plan, do, and review' cycle and so it is vital to include the views and feelings of the pupil when setting actions. Adults in and beyond school (class teachers, teaching assistants, parents and the SEND team) will work closely with each other and the identified pupil to regularly assess the outcomes of the plan in place.

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

Every child's progress is tracked carefully from entry into Foundation Stage through to the end of Year Six. Reading, writing and mathematics is measured against age related expectations so that support can be provided at timely intervals when necessary.

In addition to this, school staff assess the progress made by children with special educational needs with reference to their individual targets as set out in their PP. Where a child is making small steps of progress, PIVATs (Performance Indicators for Value Added Target Setting) may be used to assess and plan.

At the end of each key stage, Year 2 and Year 6, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. If your child is in Year 1, he/she will be required to take part in a Phonics Screening, which establishes how well a child is succeeding in phonics and reading abilities.

How will I know how well my child is progressing?

A collaborative approach is vital in order to best support children with special educational needs and/or a disability. The viewpoints of all involved must be heard in order to ensure all are clear as to how the learning will take place.

Parent's evenings happen throughout the year, whereby the parent and teacher will have the opportunity to discuss learning in more detail and showcase the work being produced. This will give both parents and teachers the chance to talk through any concerns they may have and they can plan for additional support inside and outside school. Parents and carers will receive a written report at the end of the academic year which will further inform of the learning that has taken place and developmental opportunities too.

If your child has a PP, these will be discussed outside of the above times and will provide the parent or carer with explicit areas for improvement and will follow a targeted approach to the child's learning. Smart, manageable targets will be set at such meetings and these will be reviewed in a given time-span; this review meeting will discuss how all parties feel the targets have been met and new areas of development will be identified and targets set for these goals too.

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

Every measure will be taken to ensure that no child will be excluded from any out of school activity with their peers where possible. Additional arrangements will be made where possible, to ensure the child's safety. The school would work closely with the parents on matters of concern. A risk assessment will be drawn up.

How accessible is the school environment and curriculum?

Parents are welcome to visit the school. Our school is on one site and one level. Disabled access is available to all rooms, with toilets suitable for children with disability at both ends of the school.

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

If a pupil has been identified as needing extra support whilst in their pre-school setting, the SEND team and/or the Foundation Stage teacher may attend review meetings in the Summer Term prior to entry so that support is in place on entry to school. Pre-visits to school are welcomed and extra 'taster' sessions can be provided in order to familiarise children and parents with routines, peers and teaching staff. There is a short period where children entering the reception class will attend for half day sessions. The smaller group enables both the class teacher and the children to get to know each other well.

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

Transitions and changes are difficult periods of time and can be especially challenging for children with SEND. We strive to ensure anxiety and worries surrounding movement to other schools are minimised by valuable procedures, understanding and encouragement.

If your child is moving to another school, we will contact the school to inform them of the child's needs and any special arrangements or support required to promote a smooth transition. All information shared will be in the child's best interest and will be used to prepare both the new school's teaching practice and school environment accordingly. Records and paperwork will be supplied punctually to again guarantee as easy a changeover as possible.

When your child moves up to a new year group, a transition meeting is held at the end of the academic year to confirm all information with the new teacher; discussions might include thinking about progression reports, behavioural need, targets and social and emotional development.

Where a child has a specific learning need or has a Pupil Profile this will be discussed and both teachers will be involved in the creation of the first developmental goals in the new plan. Children will be introduced to their new teacher in move-up sessions, whereby they will visit their new classroom, speak about new daily routines and become better accustomed with one another. In school, we try to make sure all children are familiar with staff throughout their time in school by way of special events run by certain teachers, times of celebration or worship and class swap sessions too.

In Year 6, your child will be prepared to the fullest extent by way of focussed learning about aspects of transition to secondary school in order to support their understanding of the changes ahead. All children will be given the opportunity to visit their new school on a number of occasions and in some cases staff from the new school will visit pupils and parents in school too. They will also speak with either the class teacher or a member of the SEND team, to discuss additional support, accessibility arrangements or behavioural, social and emotional provision.

How can I be involved in supporting my child?

We actively encourage dialogue between home and school. It is important that parents attend progress reviews and contribute towards the planning of the next steps for their child. Teachers and outside agency staff will suggest ways in which you can support your child at home. Parents can read with their child each evening, support with homework and embed learning that has taken place in the classroom. It will vary depending on your child’s needs and you circumstances.

How can I access support for myself and my family?

In the first instance please contact the school directly via your child’s class teacher. From here a meeting can be arranged to help identify areas of need and possible further avenues of support. You can also contact Additional Needs at Lincolnshire County Council (01522 553332) or Parent Partnership Service (01522 553351).

See www.lincolnshire.gov.uk/SENDlocaloffer

| Glossary of Terms | |
|----------------------------------|---|
| ASD | Autistic Spectrum Disorder |
| CAMHS | Child and Adolescent Mental Health Service |
| EP | Educational Psychologist |
| PP | Pupil Profile |
| Transition | A change or transfer from one school or class to another. |
| Statement | Statement of Special Educational Need – a document that outlines a child’s specific needs and the support required. |
| SALT | Speech and Language Therapy/Therapist |
| Outside Agencies | Any professional from an agency or service who provides advice to the school and family. |
| SEN | Special Educational Needs |
| SEN Code of Practice | The legal document, which sets out the requirements for educating children with special educational needs. |
| Provision | Any extra help, support or equipment that a child receives. |
| Education, Health and Care Plans | From September 2014 these will replace Statements. |
| SEND Team | Special Educational Needs Team - organises and monitors provision for children with special educational needs. |