



## Shepeau Stow Primary School SEND report 2016

### **Arrangements for the admission of disabled persons as pupils at the school**

All pupils, including disabled pupils, are encouraged to visit the school with their parents/carers before seeking to follow the admission arrangements of the local authority. This enables all concerned to discuss the needs of individual pupils and how the school will meet them.

Our school building does raise some challenges for children with disabilities but, with a common sense approach, many of these can be overcome. We have a disabled toilet located centrally in the building. We aim to make reasonable adjustments for a child and their parents or carers where we can. We work with parents and outside agencies who give us advice.

Once an application for a place at Shepeau Stow Primary School has been submitted via the Local Authority then preparation for admitting any pupil, including disabled pupils, begins.

### **Entry into Foundation Stage**

If your child attends a pre-school/nursery, the SENDCo there will normally inform us that your child will be joining us and that he/she has special educational needs. The SENDCo at our school will then attend any meetings at the pre-school before they start school, so that we have a clear picture of your child's needs and what support they might need when they join us. If any support is needed, we will try to have it in place as soon as they start, for example any training or equipment. The SENDCo will also speak with outside agencies involved to make sure that any advice is in place.

If your child has significant needs, they may need some extra visits to our Foundation Stage class in addition to those of the established induction programme. Joining school at other times, e.g. mid-year If your child joins our school at any other time in their school life and they have additional needs, their previous school should send us all their pupil information, which would identify that they have special educational needs. We will then initially rely on the information that they send us. It would be useful if you could tell us all about your child and their needs too. The information from the previous school should tell us what support has been in place at their previous school. We will use this information as a starting point, and try to provide similar support within a short space of time. If outside agencies are involved, the SENDCo will contact them so that they continue to support your child in our school. This will often be through a review meeting to which you, the parent/carer, will be invited.

### **Moving from one class to another**

One advantage of a small school is that all teachers and children already know each other and this makes the transition from one class to another easier. When your child moves from one class to another, the two teachers (current and new) meet together formally to discuss each pupil. The current teacher will pass on any significant information to the new class teacher so they are kept fully informed. Any pupil who has a special educational need and/or disability will have an Active Learning Map and possibly other support plans such as a Health Care Plan or Pastoral Support Plan. All paperwork and any outside agency support reports are passed to Shepeau Stow Primary School and on to the new teacher so that they have a full understanding of the pupil, their needs and what support needs to be in place to help them. The SENDCo will also ensure that new teachers and support staff are informed about pupils with SEN so that there is a smooth transition between classes and support continues as soon as pupils start in their new classes in the new academic year.

### **Moving to another Primary School**

If your child moves to a new school due to relocation, once we have been informed that they are on roll at their new school, we will send on any relevant paperwork, including documents such as Learning Maps and outside agency reports. The new school will then have all the relevant information needed to put support in place as soon as your child joins them. It is always helpful for you to also keep the new school staff informed and make sure that they have received the paperwork from us.

### **Moving to Secondary School**

The SENDCo at our school meets with all the secondary school SENDCos during the final term of Year 6 to inform the new SENDCo of all pupils with special educational needs and/or disabilities joining their school. Details of the pupil's needs are passed on to the new SENDCo, along with details of what support has been in place at our school to help them. Our SENDCo passes on information about any outside agencies that have been involved and all SEN paperwork is passed on, including documents such as Learning Maps and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

### **How can I help during a transfer?**

It is always helpful for you to personally speak with new staff to make sure that they are fully aware of your child's special educational needs and/or disability. Always check, after a short time, that support has been put in place and that you understand what help your child is receiving. If moving to a new school, take your child to visit the school so that you can both see the environment and ask any questions which you may have.

### **Steps taken to prevent disabled pupils from being treated less favourably than other pupils**

Our objectives for all children on the SEND register are to:

- Ensure all pupils have access to a broad and balanced curriculum
- Provide a differentiated curriculum appropriate to the individual's needs and ability
- Ensure the identification of all pupils requiring SEND provision as early as possible in their primary school life

- Ensure that SEND pupils take as full a part as possible in all school activities
- Liaise with outside agencies, when this would be beneficial, in order to further access specialist support for pupils and parents

We encourage all pupils to take part in all activities and go to great lengths to ensure that a child with SEND has the adult support or required equipment so that they can take part in the full life of the school. For example:

- all children take part in our annual Christmas Production and just as with all other pupils we ensure that the pupil with disabilities will experience success in the role that is allocated to them
- All children are encouraged to go on school trips. For pupils with disabilities we ensure that our destination is appropriately prepared for visitors with disabilities and we will ensure that the disabled pupil is provided with appropriate adult support in a small group.
- provision of specialist equipment to ensure that all aspects of school life and the curriculum are accessible, such as:

Disabled toilet

Magnifying domes

Coloured overlays

Pencil grips

Writing slopes

Calmers (stress balls)

Sand timers

Sensory Gym

Massage bars

Sensory cushions

Accessibility Plan the plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan).

The SENDCo at our school is Alison Buddle. Alison Buddle is available to speak to on either school site on 01406 330395 or 01406 330258. Alternatively she can be reached by email on [Alison.buddle@shepeaustow.lincs.sch.uk](mailto:Alison.buddle@shepeaustow.lincs.sch.uk)

The SENDCo is responsible for everything relating to "Special Educational needs and Disabilities" (SEND) within the school. This makes sure that special educational needs are identified and that support is put in place to help them. Other SENDCo duties include:

- Supporting staff
- Supporting parents and carers

- Making referrals to outside agencies
- Linking with outside agencies, gathering evidence and making sure that it is put in place
- Providing the correct help and equipment for pupils
- Linking with other schools to support transitions
- Making requests for statutory assessment

The SENDCo will be able to offer advice about how to identify if your child has any special educational needs and what support they might need. She can make direct referrals to many outside agencies. Decisions about your child will be made in partnership and through discussion between yourself and the school. Nothing will be arranged without your consent.

### **Getting a diagnosis**

Children will only receive a diagnosis if they have a specific learning difficulty such as dyslexia or have a medical need. Pupils do not receive a "diagnosis" of special educational need. The SENDCo, in agreement with the Headteacher if they are not the same person, will identify that a child has a difficulty which is preventing them from learning in the same way as their peers and will place them on our SEND register and will discuss this with parents. If there are concerns that your child may have Autism or ADHD the SENDCo can make a direct referral to the Community Paediatrician based at Spalding or Boston Hospital. If the referral is accepted you will receive an appointment with the paediatrician who will work with you to gather further information and an assessment may begin. If you are concerned that your child has dyslexia or dyscalculia the SENDCo can make a referral to a specialist teacher. Currently the school uses "Specialist Teacher and Applied Psychology Service" fully qualified to make such assessments for regular support. Difficulties consistent with dyslexia or dyscalculia can be identified and advice given about how best to support children's needs. If you have concern about speech and language difficulties the SENDCo can make a referral to the "Speech and Language Therapy" Service (SALT) based at the Johnson Community Hospital. A therapist will then assess and identify if a child has a specific speech and/or language difficulty and provide advice about how best to support their needs. The length of time that a referral takes will depend upon the agency involved.

### **Accessing Support**

If you have any concerns about your child or your family's needs then you can speak with the SENDCo. In most cases a referral can be made to the appropriate outside agencies. If the help required is not educational the SENDCo will complete an "Early Help Assessment" form to identify the help that you or your child need. There is more information about this in the Lincolnshire County Council website.

### **Keeping Informed**

All staff working with your child will be made aware of their special educational needs and/or disability. This ensures that the staff can offer the support that your child needs.

The class teacher and/or SENDCo will support you and your child with any concerns that you may have and provide you with any information that you might need. There is no such thing as a silly question and you will be guided through the actions that need to be taken in order

to receive the appropriate help for your child. If a member of staff does have concerns about your child's learning then they will discuss this with the SENDCo. If the conclusion is that your children may have SEN then these will be discussed with you so that you can decide the best course of action together. This will normally result in your child being placed on the SEND register.

The actions agreed will be recorded on an IEP so that everyone involved knows what has been planned. You will be invited to parents' evenings to discuss the progress that your child is making but you are welcome to discuss any worries that you may have about your child at any time.

If your child is not making the progress that we would like then we will discuss changing the support that they are receiving or involving new outside agencies.

### **What happens if my child has SEND?**

Support for my child

The level of support provided will depend upon your child's needs. Every child is an individual and so will receive support that is right for their needs. Some of the types of support are:

#### **Learning Needs**

- Different approaches to learning using visual or practical methods
- Different work explanations using language matched to the child's ability
- Different or additional resources such as number squares
- Extra adult support in small groups, pairs or as individuals within the classroom setting.

#### **Communication and Interaction**

- Resources provided by SALT service – First Call
- Communication and Language games
- Social skills games

#### **Social, Emotional and Mental Health**

- Meeting and greeting every morning to build positive relationships
- Pastoral support plans which outline a child's difficulties and the best strategies to use to help them
- Social skills games
- Reward Strategies

#### **Medical, Physical and Sensory Needs**

- Specialist training from outside agencies
- Specialist equipment and resources

- Disabled toilet
- Magnifying domes
- Coloured overlays
- Pencil grips
- Calmers (stress balls)
- Sand timers

### **Outside agencies**

An outside agency is an agency, service or profession used by the school to offer advice about how best to support a child's needs. The SENDCo can refer to most of these agencies directly. Any referral will be discussed with parents and carers and a referral form will have to be signed. Support cannot be accessed without this permission.

Shepeau Stow Primary School can access the following agencies:

Educational Psychologist

Specialist Teacher

Speech and Language Therapy Service

Child and Mental Health Service (CAMHS)

Social and Communication (including Autism) Outreach Service

Community Paediatrician

Teacher of the hearing Impaired

Teacher of the Visually Impaired

### **School transfers**

If your child has SEND identified before they start our school then the SENDCo can visit the pre – school setting and attend meetings to ensure that we have a clear picture of your child's needs and how best to support them. If your child joins us at any other time then the previous school will send on the information that we need. We will use this information as a starting point and meet with parents, carers and any outside agencies to review your child's needs in their new setting.

Moving from one class to another in school follows lengthy discussions between class teachers over a period of time. Each child is particularly well known to their class teacher as they spend at least two years, possibly three, with the same teacher. All plans and strategies will be shared so that the change of class in September can be achieved with the minimum of upheaval.

If your child is moving to another primary school then we will forward all the relevant paperwork and documents as soon as we have been informed that they are on roll at their new school.

When a child moves to secondary school our SENDCo meets with the SENDCo at the secondary school and all information is shared so that arrangements can be in place for when the child starts year 7 in September.

### **Statements and Education, Health and Care Plans**

A Statement is a legal document which is produced by the Local Authority to outline a child's special educational needs and the support that the school has to put in place to help them. A pupil can only be awarded a statement after all the school's normal resources have been exhausted and they cannot meet the pupil's needs without additional resources and/or funding. From September 2014, statements have been replaced by Education and Health Care Plans. This document will continue to outline the child's special educational need and the support that the school has to put in place to help them. It will be a more child friendly document based around the pupil and their family. Over a 2 – 3 year period most current statements will be replaced by Education and Health Care Plans. Statements can be requested by the parents, carers or the school. A School Advice Form will be completed by the school in either case. The Local Authority will require as much information as possible as evidence of your child's needs, the support that has been provided and the impact that this has had on progress. This statutory assessment process can take up to 26 weeks. If your child has a statement and you or the school believe that your child's needs would be best met at a special school, then this would be noted during an annual review and the Local Authority would consult the named special school. A decision would then be made based on whether there are any places available and if the special school can meet your child's needs.

### **What does SEND look like at Shepeau Stow Primary School?**

Staffing

Alison Buddle: Headteacher and SENDCo

Lynne Cooper: Assistant SENDCo

Sophie Foston: Assistant HT and Teacher of years 4, 5 and 6

Julie Barmby: Teacher of years 2 and 3

Eleanor Gymafi & Bethanie Hunt: Teachers of EYFS and Y1

Cheryl Lenton: HLTA

Joanne Dickenson: Teaching Assistant

Sheila Spivey: Teaching Assistant

Jayne Terrington: Teaching Assistant

Nikki Brand: Teaching Assistant

## **Strengths of Shepeau Stow Primary School**

Our class sizes are small so that all children are well known to the class teacher and teaching assistants.

Children spend at least two years with the Class teacher so that they are very familiar with their needs and the strategies needed to meet them.

Our caring family atmosphere encourages children to thrive.

Mixed aged classes ensure that there are other children working at a similar level within the same class.

There is the option to learn alongside children in another class for short periods of time if this will best meet the needs of the child.

## **Local Authority Core Offer**

There is a link to our Local Authority Core Offer on our website. In this document you will find information about SEND provision at Lincolnshire Schools and information about support groups that may be able to offer you and your child support.

## **Complaints Procedure**

If at any time you have any concerns about the SEND provision for your child we hope that we will be able to work together to see how this can be improved. We aim to develop strong relationships with parents so that we can benefit each child. If any concerns remain then there is a complaints procedure which is published on our website or hard copies can be made available if you prefer.