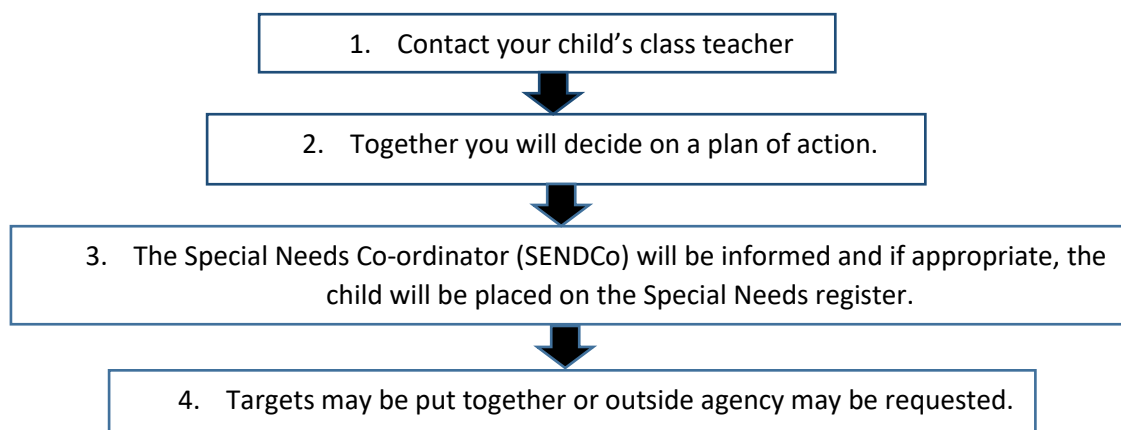
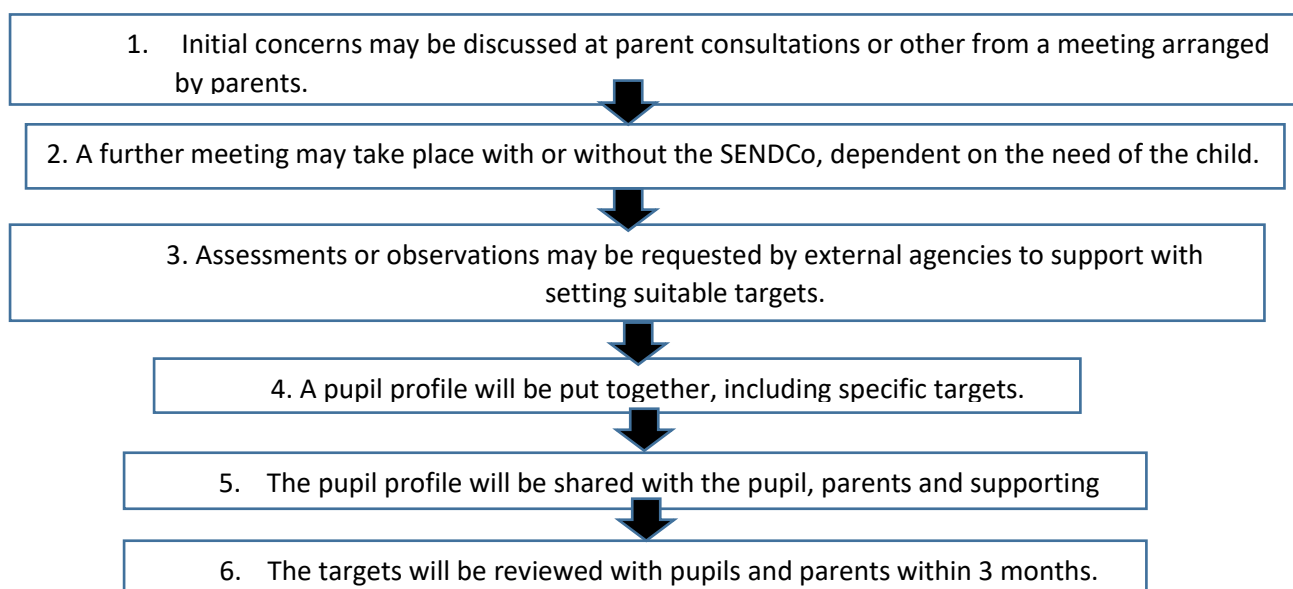


## Hemswell Cliff Primary School SEN Local Offer

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



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



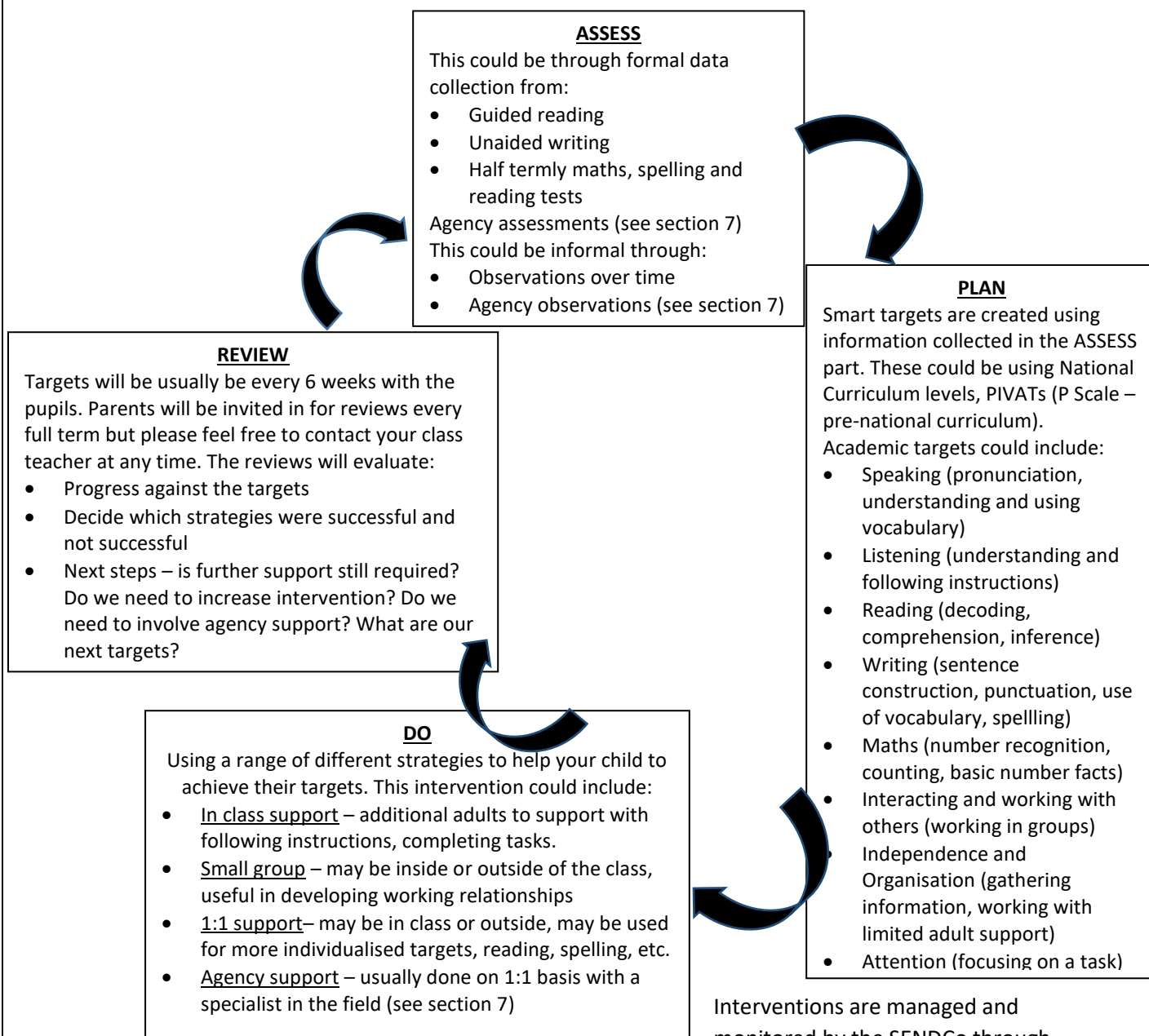
### **3. How will the school decide if my child needs extra support?**

Decisions would be made based on both formal and informal methods including:

- Adult observations over a period of time (by class teacher, teaching assistants, midday supervisor)
- Monitoring data (collected and analysed every term)
- Pupil discussions – do they find something challenging? (this could be academic; communication; social, emotional or behavioural; physical)
- Parent discussions (as detailed above)

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

Ultimately your child will be supported by a 4 stage process - Assess Plan, Do, Review - organised by the class teacher. However they may receive support from Teaching Assistants, other teachers or agency support workers (see below for more details). The process of providing support is:



Interventions are managed and monitored by the SENDCo through

the 'Provision Map' for each year group. These include:

- The different intervention groups for learning; personal, social and emotional development and physical development (including fine motor skills) for each year (which will vary dependent on the needs of the children). Interventions whether on a 1:1 or small group basis are planned to take place three times a week and children are withdrawn from the classroom for these short 10-20 minutes sessions.
- Agency support
- Who is responsible for delivering the intervention

- When and how often the intervention will take place
- Resources required for the intervention
- Data to track the effectiveness of the intervention

These will be updated every 6-12 weeks.

Above and beyond 1:1 support on individual targets, e.g. reading and spelling keywords, number recognition, basic number facts, sentence punctuation, we offer a range of structured intervention programmes, including:

Cognition and Learning	Language and Communication	Personal, social and mental health	Sensory and/or Physical need
Toe by Toe Power of 1 & 2 Read, Write, Inc in KS1 and the Fresh Start programme in KS2 Precision teaching	Talk time First Call Colourful semantics Elklan	Nurture groups Drop-ins with the Learning Mentor Grief and loss counselling 5 point scale SULP Counselling	Motor skills First Move Jedi writing Teodorescu Nessy Fingers

## **5. 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	Delivers Quality First teaching Sets targets based on your child's needs Will be ultimately responsible for ensuring the intervention is provided and its effectiveness monitored
SENDCo (Ange Willcox)	Can support with effective target setting Monitors the effectiveness intervention groups through the use of provision maps for each year group Carries out observations and pupil interviews May complete referrals to agency support, including writing letters of your child's need to GP's Will lead review meetings and complete relevant paperwork Works alongside outside agencies to ensure pupils receive the best support.
Teaching Assistants (in class)	Day to day support within the classroom with in 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
SEN Teaching Assistant (Alison Bowring)	May provide support for reading, spelling, memory games, structured programmes (Toe by toe, Power of 2, OWL), basic maths skills either through 1:1 or small group work Helps to run Lunch-time nurture club Directed by the teacher to support the targets set
Learning Mentor (Charlie Jenkins)	May provide support for reading, spelling, writing structure, improving writing, handwriting

	<p>Supports your child's emotional and behavioural needs in school –through structured 1:1 interventions, small group work and regular drop-in sessions</p> <p>Is able to support you as parents with behavioural/ emotional issues you may have at home</p> <p>Supports children going through transition.</p> <p>Leads TAC meetings, Beacon Club and Lunch-time nurture club</p> <p>Liaises with outside agencies such as CAMHS and Grief and Loss</p> <p>Directed by the teacher, SENCo and Head Teacher to support the targets set</p>
Midday supervisors	<p>May provide support for monitoring and supporting personal, social and emotional needs of your child through playground games, initiating play, monitoring progress in a specific area (e.g. forming friendship groups)</p> <p>Directed by the teacher to support the targets set</p>
Administration (Helen Jenkin)	<p>Will add your child's special education need to the central record</p> <p>Makes appointments for you to see staff members and Invites you to SEN reviews</p> <p>Directed by the SENCo</p>
Additional agency support	<p>See section 7 for detailed list</p> <p>May complete assessments or observations to support with further details regarding your child's need</p> <p>Will support with target setting</p> <p>Will be involved in the review process and deciding next steps</p>
SEND Governor (Angie Waplington)	<p>Overseeing the provision for SEN</p> <p>Is the voice of the parents.</p>

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

Angie Waplington (Head Teacher)	Child protection, previous experience as SENCo; Sulp trained
Vicki Barlow (Senior teacher)	Child protection, epilepsy trained
Ange Willcox (SENCo)	National SENCo Award (Masters level), Child Protection.
Alison Bowring (SEN Teaching Assistant)	<p>British Sign Language trained</p> <p>Manages the majority of 1:1 and small group learning programmes in KS2, including structured intervention programmes (Toe by Toe; OWL reading approach; Power of 2)</p> <p>Precision teaching</p> <p>Epilepsy and epi-pen trained</p>
Lynn Ayris (YR Teaching Assistant)	<p>Elklan and Talk time speech and language programme trained</p> <p>Earlybird+ trained</p> <p>Early years specialist</p> <p>Paediatric first aid</p>
Charlie Jenkins (Learning Mentor)	<p>Former qualified psychiatric nurse</p> <p>Paediatric first aid</p> <p>Child protection</p> <p>Grief and loss, bereavement and general counselling</p> <p>Protective behaviours</p>

	Early Help Assessment; TAC lead SULP trained, SMILES trained Learning mentor induction training Beacon Club leader trained Epi –pen and epilepsy trained Emotional Health and wellbeing training
Angie Waplington( SEND Governor)	Head Teacher and former SENCo – can be contacted via school e-mail address.

All staff have had training for:

- Safeguarding, including e-safety
- Understanding and managing behaviour (From Fortuna school)
- Team Teach (behaviour management)
- Autism awareness
- First aid
- Exclusion advice (Head teacher and Learning Mentor)
- Dyslexia awareness
- Protective behaviours (led by Learning Mentor)
- EMTET training

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

We are fortunate to be able to access a range of external agencies to support your child if needed:

<b>Name</b>	<b>Agency</b>	<b>Time in school</b>	<b>Support available</b>	<b>Age of children</b>
	Educational Psychologist	Support across the year	Assessment for learning; personal, social and emotional needs Observations Target setting Support with paperwork Attending review meetings	All ages
Sarah Webster	Specialist Teaching Team	25 hours throughout school year	Assessment for learning difficulties (including the identification of dyslexia) Target setting	All ages
	Speech and Language Therapy	Support across the year	Assessments of speech difficulties and language acquisition	All ages
Rosie Veail	The Working Together Team	3 times a year	Observations to support children with social, communication difficulties including those with Autism Target setting	All ages
Abigail Sommers	Sensory Education Support Team	Support across the year	Target Setting Support with interventions Assessments	All ages

We can also make referrals to:

- Paediatricians (up to the age of 7 – subject to a 18 week waiting time)

- Family Action workers (to support with issues impacting on your child and the family)
- Child and Adult Mental Health Service (CAMHs)
- Education Welfare Service
- Grief and Loss - 8 week blocks of counselling
- Emergency Services Outreach – eg Fire and Rescue Service

We also have strong links with the Hemswell Cliff Children's Centre and pre-school which are attached to our school.

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

### Pastoral and social support:

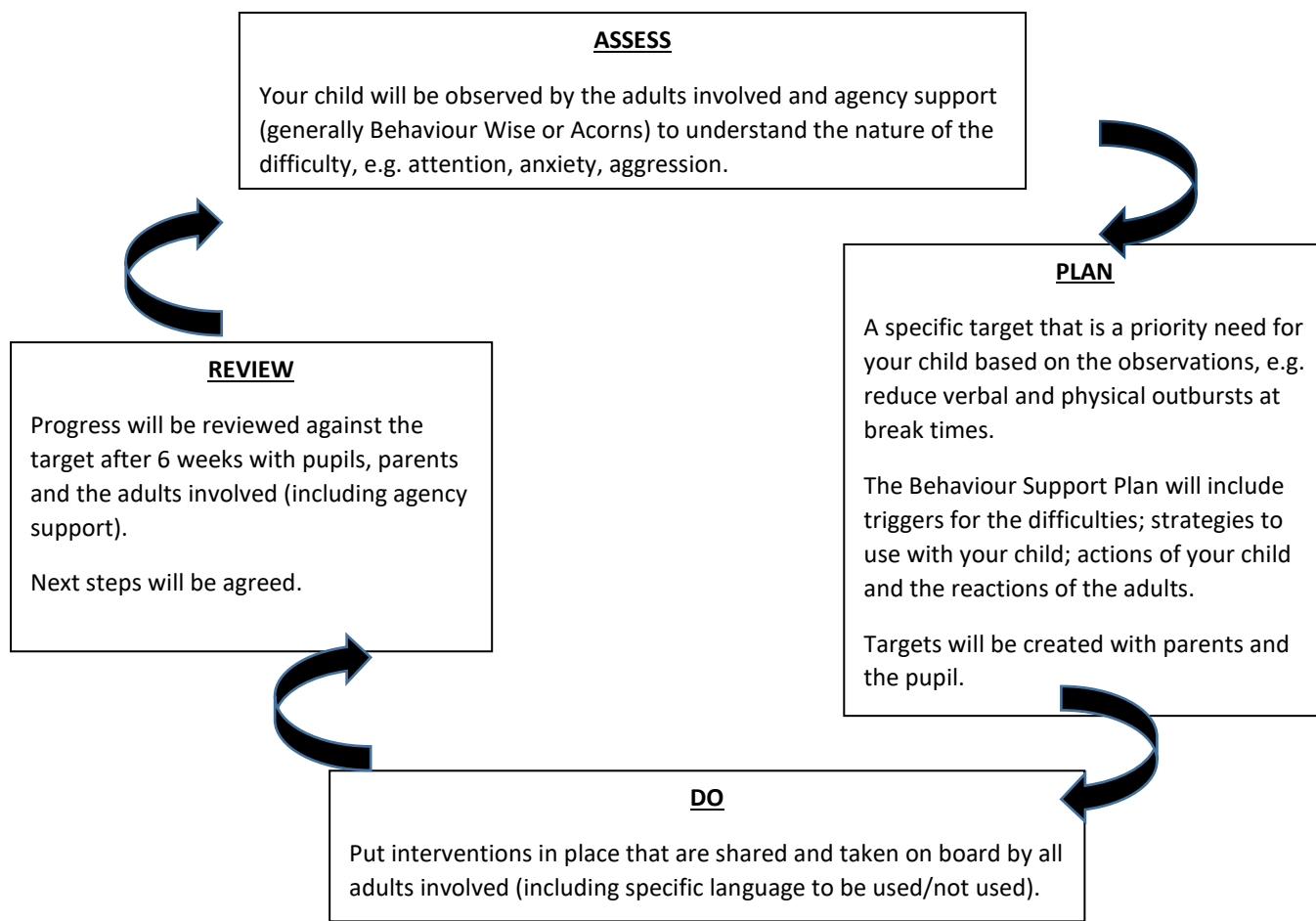
- Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs.
- All incidents are communicated to the relevant members of staff and recorded on Cause for Concern/ABC forms
- All child protection issues will be reported to Angie Waplinton (Head Teacher). Vicki Barlow (Senior teacher) and Charlie Jenkins ( Learning Mentor)
- We have a clear behaviour policy which is adhered to by all staff (please visit the school website for a copy).
- Charlie Jenkins ( Learning Mentor) works with children on a 1:1 or small group basis to provide additional emotional and behavioural support. She also runs weekly drop-in sessions and children can request to visit her in the Snug if they have any worries or concerns.
- Alison Bowring runs a daily lunch-time nurture club. Children can request to go, or class teachers might request that children attend if they have been struggling in class or on the playground. The club is organised with different activities each day but with an emphasis on developing social interaction skills – ie turn-taking, sharing, managing feelings
- Circle time happens in every classroom to promote speaking, listening, empathy, working together, turn taking and following social rules.

### Medical needs

- If your child has specific medical needs then please contact either your class teacher or the SENDCo 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.
- School does have a policy regarding the administration and managing of medicines on the school site
- If your child requires ongoing medication, please contact the school office and complete a medicine administration form. All medicines will be stored securely
- All staff have regular first aid training and updates of conditions and medication affecting children so that, as a staff we are able to manage medical situations.

### 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, you will firstly informed by school and may be invited to an Attendance Panel at school which will be led by Angie Waplinton and Charlie Jenkins. If attendance levels do not improve 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
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 scripts	These are written for individual children to help them understand how to manage their emotions or behaviours in a certain situation, e.g. anxieties about coming to school, acceptable behaviour on the playground

Pupil questionnaire	We actively seek the viewpoints of the children, especially with regards to being able to speak to an adult if they have a worry.
Pupil interviews	Subjects leaders involve children in discussions about particular subjects in school, what they like, how they feel they are doing and what could be improved.

#### **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 used a range of different strategies to support the child's learning.

<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; word processing skills	<b>Using drama techniques</b> e.g. using hot seating, freeze framing; forum theatre	<b>Using thinking skills</b> e.g. making links between learning in different contexts
<b>Using concrete apparatus</b> e.g. practical resources in maths (dienes, cubes, 100 squares); magnetic letters for spelling	<b>Using of seating for learning</b> e.g. careful positioning on the carpet/at tables; position near an adult	<b>Using of talking 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, Junior Road safety Officers, Junior Home safety Officers, Lincolnshire carbon Ambassadors, Play leaders</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</b> e.g. immersive learning in a focus topic, e.g. Film week, Health Week, Food and farming week

#### **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:

Opportunity	Details	Frequency
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Review meetings	As stated in section 4	3 times a year and/or parent consultations
Assessment or observation feedback (Agency led)	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.	3 times a year
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 through email. The format to the email is:

[firstname.surname@hemswellcliff.lincs.sch.uk](mailto:firstname.surname@hemswellcliff.lincs.sch.uk) e.g. [ange.willcox@hemswellcliff.lincs.sch.uk](mailto:ange.willcox@hemswellcliff.lincs.sch.uk)

## **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 requirements for each Year group
- 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 SENDCo, 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
- Pupil progress meetings which take place between the Head teacher, class teachers and teaching assistants. In these meetings a discussion takes place regarding all individual children and what further support and challenge can be given to aid their progress.
- 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 5 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.

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

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

- Ramp access to ground floor classrooms via the main entrances
- Disabled toilet with hoist
- Widened internal doors for wheelchair access
- Hemswell Haven – sensory wildlife area
- 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 Class teacher to visit the pre-school settings to meet your child

- Receive and use relevant paperwork from the pre-school setting, e.g. your child's learning journey, any SEN or medical information
- Arrange 4 visits before your child starts school, including opportunities for your child to meet some of the children currently in Reception and join them in a Teddy Bear's picnic!
- 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 other staff members), 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 mornings where your child will meet their new teacher
- Parent drop in sessions late in the summer 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. Social Communication Outreach.
- Provide information about the needs of your child to their transferring school through face to face meetings, paperwork, emails, etc
- Charlie Jenkins will work with your child to 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 can provide parents with the following support:

- 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 of your child, e.g. through review meetings, parent consultations
- Joining us to celebrate success, e.g. weekly honours assembly, music events, performances, film screenings, sports events.

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

Useful organisations include:

Organisation	Telephone	Website/Email
Lincolnshire County Council Support and Aspirations	01522 782030	<a href="http://www.lincolnshire.gov.uk/parents/support-and-aspiration/">http://www.lincolnshire.gov.uk/parents/support-and-aspiration/</a>
Liaise (SEND information, Advice and Support Service in Lincolnshire)	0800 195 1635	<a href="mailto:liaise@lincolnshire.gov.uk">liaise@lincolnshire.gov.uk</a>
Lincolnshire Children's Services	01522 554673	
Parent Partnership	01522 553351	<a href="http://www.lincolnshireparentpartnership.org.uk">www.lincolnshireparentpartnership.org.uk</a>
Parentlineplus	0808 800 2222	<a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a>
Home-Start Gainsborough	01427 677 445	<a href="mailto:homestart.gainsborough@btconnect.com">homestart.gainsborough@btconnect.com</a>
Educational Psychology Helpline for Parents and Carers	01522 554 673	
The Well Head Centre	07779 361 934	<a href="mailto:info@thewellheadcentre.co.uk">info@thewellheadcentre.co.uk</a> <a href="http://www.thewellheadcentre.co.uk">www.thewellheadcentre.co.uk</a>
British Dyslexia Association	0333 405 4567	<a href="mailto:helpline@bdadyslexia.org.uk">helpline@bdadyslexia.org.uk</a>
PAACT (Autism Support)	07935 222 963	<a href="mailto:paactsupport@hotmail.co.uk">paactsupport@hotmail.co.uk</a>
Lincolnshire ADHD Support Group	01522 539939	<a href="mailto:lincoln.adhd@btconnect.com">lincoln.adhd@btconnect.com</a>

EMC Services Equality for Minority Communities	01427 787190	<a href="mailto:emc_lincs@lincolnshire.gov.uk">emc_lincs@lincolnshire.gov.uk</a>
Family Action	01522 69010	<a href="mailto:lincoln@family-action.org.uk">lincoln@family-action.org.uk</a>
Lincolnshire Centre Grief & Loss	01522 546168	
Gainsborough School Nurse Team	01427 810 801	
Lincolnshire Autistic Society	01775 821213	Janet.corcoran@talk21.com
Child Autism UK	01344 882248	childautism.org.uk
National Autistic Society Parent to Parent Helpline	0808 800 4106	
4all (providing websites and telephone contacts of services)	01522 555 517	<a href="mailto:4all@lincolnshire.gov.uk">4all@lincolnshire.gov.uk</a>
Lincolnshire Parent Carer Forum	0845 3311310	<a href="mailto:admin@lincspcf.org.uk">admin@lincspcf.org.uk</a>
Hemswell Cliff Children's Centre	01427 668245	<a href="mailto:stacie.souhal@lincolnshire.gov.uk">stacie.souhal@lincolnshire.gov.uk</a>

The Lincolnshire County Council Local Offer can be found at:

<http://www.lincolnshire.gov.uk/parents/support-and-aspiration/>

This contains information regarding the SEN provision across the county.

**19. What can I do if I think my child meets the criteria for an Education, Health and Care plan (EHC)?**

A request will be made by the school to the Local Education Authority (LEA) if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- ✓ Previous individual education plans and targets for the pupil.
- ✓ Records of regular reviews and their outcomes.

- ✓ Records of the child's health and medical history where appropriate
- ✓ Attainment against the National Curriculum age related outcome for English and Maths.
- ✓ Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- ✓ Views of the parents.
- ✓ Views of the child
- If parents disagree with the school's and outside agencies decision then parents can request an EHC assessment itself will not always lead to an EHC plan as it may be considered that the child's needs would be met best by continued school intervention and support. This can be done by visiting the following website <http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/education-health-and-care-plans/>

#### **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 alternatively you can contact them using the email address in section 11
- Ange Willcox (SENCo) – make an appointment at the school office or email at [ange.willcox@hemswellcliff.lincs.sch.uk](mailto:ange.willcox@hemswellcliff.lincs.sch.uk)