



*Welbourn Church of England Primary School
Special Educational Needs & Disability (SEND) Information
Report*

Introduction

At Welbourn C of E Primary School, we have high expectations and offer excellence and choice for all of our children, whatever their abilities or needs. We aim to achieve this through the removal of barriers to learning and participation for all. We ensure that all of our children know that they are valued and important members of our school community and through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

We aim to meet the needs of each and every child, including those with Special Education Needs and Disabilities, so they reach full potential and enjoy their learning.

How do we know if our pupils need extra help?

A child has special educational needs if she or he has a:

- Learning difficulty which is significantly greater than the majority of children of the same age
- Disability which makes it difficult to use the facilities normally available.



Special educational needs are described by the Special Education Needs Code of Practice as falling into four areas.

These are:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical.

There are a number of different circumstances which may lead to the suggestion of special educational needs.

- You may feel there has been a problem of some kind for a while, though you may not be able to identify what that problem is.
- A difficulty may have been suggested by a health visitor, doctor or other health professional.
- Your child's class teacher may speak to you with a concern that they have about your child's progress, or with a specific difficulty.

It is very important that parents and the school work together, so if you have any concerns, please make an appointment to speak to your child's class teacher, just as he/she will contact you for an appointment if he/she has any worries.

If you have concerns around your child's progress or feel there is a problem that you can't identify, contact your child's class teacher in the first instance. You can also contact the school SENCO, Claire Puttock (claire.cottam@welbourn.lincs.sch.uk) for further advice and support.



We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child

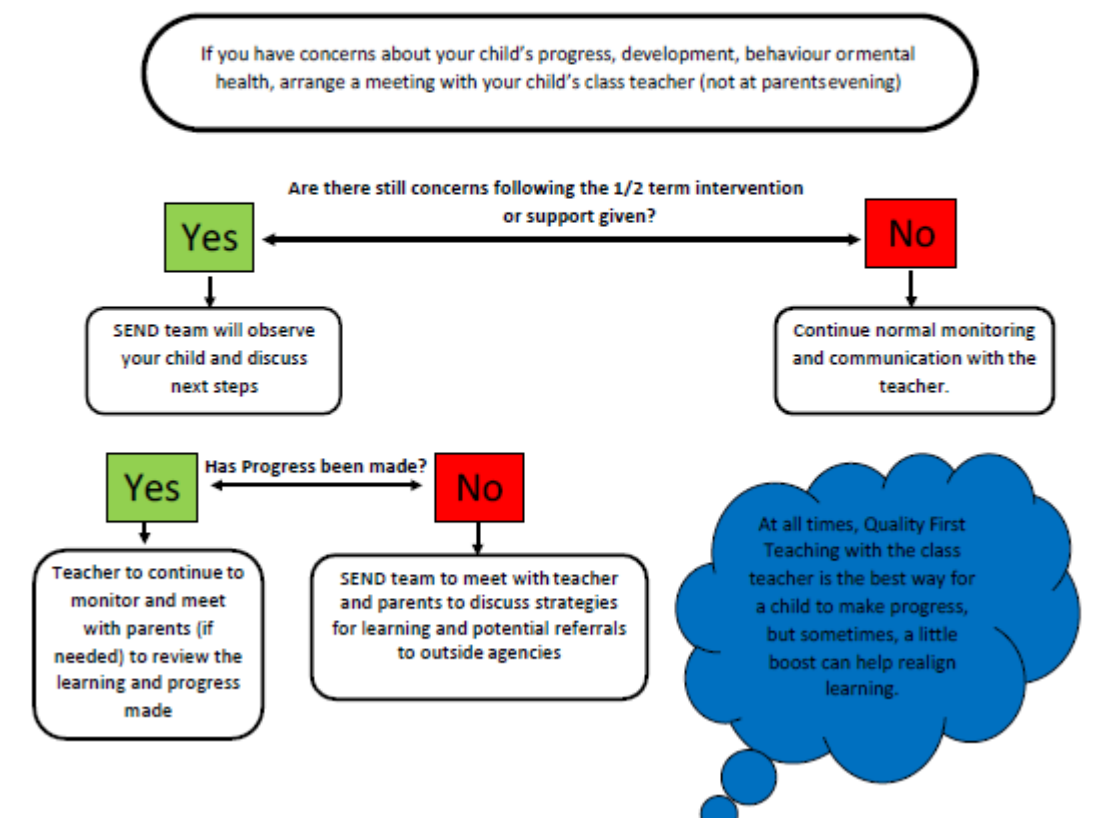
Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

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

Parents/Carers Concerns Flowchart





If I think my child has special educational needs, how do I get a diagnosis for my child?

Pupils will only receive a diagnosis if they have a specific medical need e.g. ADHD. Pupils do not receive a 'diagnosis' of special educational needs. The SENCo, in consultation with the class teacher and parent, will identify that a pupil has a difficulty which is preventing them from learning in the same way as their peers and will place them onto our SEND Register.

If you are concerned that your child has a specific difficulty such as ADHD or Autism, the SENCo can make a direct referral to the Community Paediatrician. If the referral is accepted, you will receive an appointment with a paediatrician, who will give you further information and an assessment may begin.

If you are concerned that your child has a learning difficulty such as Dyslexia, the SENCo can make a referral to a Specialist Teacher. She can identify if a pupil has difficulties consistent with Dyslexia and provide advice about how best to support their needs.

If you are concerned that your child has a speech and language difficulty, the SENCo can make a referral to the 'Speech and Language Therapy Service' (SALT). A therapist may then assess and identify if a pupil has a specific speech and/or language difficulty and provide advice about how best to support their needs.

How long does a diagnosis/referral take?

Referral time can vary depending upon the agency involved. Referrals to the NHS (Community Paediatrics and Speech and Language Therapy Service) take considerably longer. Not all pupils will receive a diagnosis and/or decision. Where diagnoses are made, this can take a considerable time depending upon



the individual. In many cases, a diagnosis follows several appointments, which could take more than a year.

Referrals to the Specialist Teacher are made within the school and are dependent on how many referrals have been made at that point. This can take anything from two weeks to a whole school term. Where the Specialist Teacher identifies a specific difficulty, this will take approximately two weeks once the assessment has been completed.

What happens once a diagnosis has been made?

Within our school we do not wait to put support in place. If it is very clear that a pupil has a difficulty and is struggling to learn, we will do everything that we can to help them whether they have a diagnosis or not.

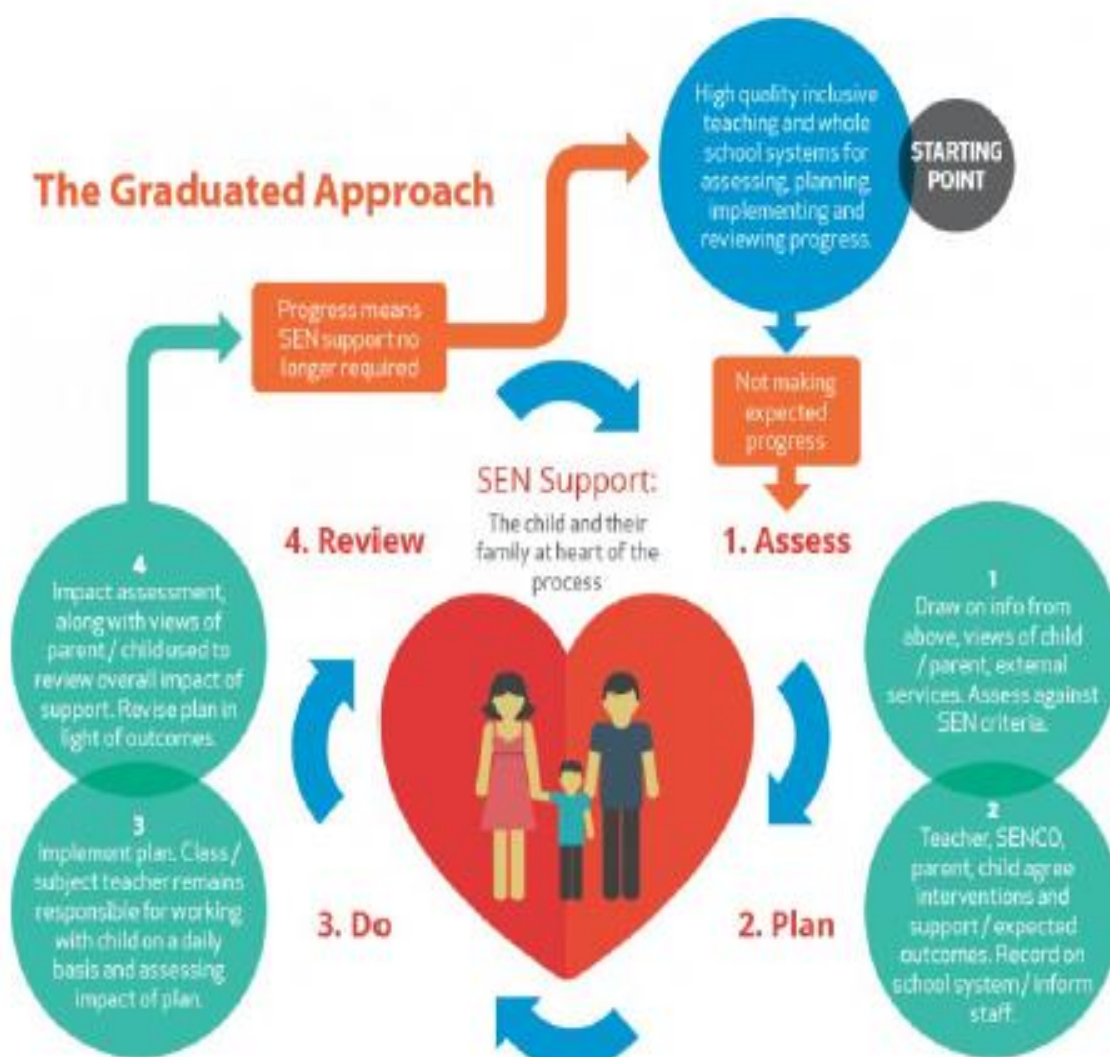
If a diagnosis is made, we will ask for advice from the relevant outside agencies about how best to help the pupil. This advice will then inform any provision that we put in place for the pupil and be shared with you and/or discussed at a meeting. We will put this advice in place straight away or once the relevant resources/equipment have been purchased.

What will the school do to support my child?

Initially we will implement the agreed plan of action, making full use of the support available within the school. Where necessary additional advice and support may be sought from external agencies. Strategies and interventions will be in place to support the child as well as realistic short-term SMART (Specific, Measurable, Achievable, Relevant/Realistic, Time-bound) targets. These will be reviewed through a cycle of 'Assess, Plan, Do, Review' each term.



The Graduated Approach





Who will support my child in school?

There are many individual and groups of people (detailed below) who may be involved in providing support for your child.

Who?	Roles and Responsibilities
Class Teacher	The Class teacher has overall responsibility for your child's progress and will work with you and your child to ensure his/her needs are met. The Class teacher is the first point of contact should you wish to raise a concern about your child. It is the Class teacher's responsibility to plan for teaching and learning and to make judgements based on your child's progress.
SENCO	The SENCO will monitor the progress of all the children on the SEN register and will monitor the effectiveness of intervention for children throughout the school. The SENCO will lead review meetings, refer children to outside agencies when appropriate, liaise with other professionals and complete relevant paperwork.
Head Teacher	The Head Teacher is in overall charge of all staff in school. The Head Teacher leads the termly pupil progress meetings and ensures that provision and support is available for children with SEN. The Head Teacher meets regularly with the SENCO to discuss provision in school for children with SEND.
Teaching Assistants	The Teaching Assistants support teaching and learning on a daily basis and have excellent knowledge of the children. They work with children 1:1 as well as in small groups and also deliver structured interventions with the



	guidance of the class teachers and SENCo.
Midday Supervisors	The Midday Supervisors support the personal, social and emotional needs of your child daily. Good communication between teaching staff and Midday Supervisors ensures that children are closely monitored during lunchtime and information is passed on if necessary.
Administrators	The Administrator will add your child's special education need to the central record and provide clerical support when needed.
SEN Governor	The Governing Body of Welbourn C of E Primary School has a named Governor, Mrs Rhia McCartney, whose responsibility is to oversee the provision for SEN and feed information back to the governing body.
Outside Agencies	The school works with a range of Outside Agencies including Speech and Language Therapists, Specialist Teachers, Educational Psychologists, Physiotherapists, Paediatricians and outreach services. Their role is to support the child, family and school with all aspects of SEND.

What experience and qualifications does the SENCo have?

In line with the SEN Code of Practice (2014) the SENCO is a qualified teacher, who holds a National Award in Special educational Needs Co-Ordination (Northampton University)

In addition the SENCO attends local SEN Cluster Group meetings, and other training or briefing meetings provided by the Local Authority.



What training do the staff have (in relation to SEND)?

All staff within the school have regular training in a great number of areas of Safeguarding and special educational needs and disability. This may be specific to job roles or training carried out by the whole staff.

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

The emotional and social well-being of your child is of great importance to us at Welbourn C of E Primary School. Where appropriate, additional intervention (individual or small group) will be organised to help your child's emotional and social development.

▫ Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs.

▫ The school rules, including rewards and sanctions, are used consistently to support children's behaviour.

▫ We work closely with outside agencies to support children with emotional and behavioural needs.

▫ All safeguarding and child protection issues will be reported via CPOMS to Tracy Boulter (Head Teacher and Designated Safeguarding Lead), and Claire Puttock (SENCo) as Deputy Designated Safeguarding Lead.

▫ PSHE is considered an important subject taught weekly through the 1 decision PSHE package and this scheme of work is used across the whole school.

During the pandemic and afterwards, we planned and implemented a 'Recovery Curriculum' to support children's emotional well-being.



We also have a weekly Well-Being Wednesday worship where we discuss mindfulness and mental health.

My child has special educational needs and/or disability (SEND), what extra support could you provide and who will decide on the support?

This will depend upon your child's individual needs. Each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Special Educational Needs Coordinator (SENCo) and class teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs.

Special Educational Needs (SEN) are divided into four areas. Below are some examples of what the school can provide.

Cognition and Learning (Learning Need)

- Different approaches to learning, e.g. visual, hands-on
- Different work expectations, matched to the child's ability
- Different/extra resources, e.g. word cards, number squares
- Special Literacy or Numeracy programmes,

Extra adult support, group work, individual support



Communication and Interaction

- Resources provided by the Speech and Language Therapy Service
- First Call activities
- Communication and language games
- Social skills games
- Specific Speech and Language programmes provided by the Speech and Language Therapy Service
- Support and strategies from the Working Together Team
- Lego Therapy (delivered by a trained adult).

Social, Emotional and Mental Health

- Social skills games
- Reward strategies
- Playground buddies
- Social Stories
- Lunchtime clubs
- Support from Healthy Minds and CAMHS
- Needbright Solutions
- Deano's Football Club
- Carré's Outreach Support

Sensory and Physical Needs

- Specialist equipment such as seating, writing slopes, pencil grips, fidget toys, weighted toys, Zuma Rocker chairs, bands and timers.



- Specialist training from outside agencies, such as physiotherapists and outreach services, for pupils with disabilities

- Sensory Circuits to meet the individual sensory needs of a child

- Sensory shed

What if my child has 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 developed, with support and advice from outside agencies, 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 for more information.

What if my child needs support for behaviour (including attendance and exclusion)?

If your child needs support regarding behaviour, they may have an individual plan or a personal support plan.

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

Your child will be involved in the process of 'Assess, Plan, Do and Review' through talking to familiar adults about his/her work, identifying his/her strengths as well as aspects he/she finds tricky. This often involves sharing classroom work and attending review meetings if appropriate. Your child's view will also be 'captured' in their support plan.



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

At Welbourn C of E Primary school we adapt our curriculum for pupils with Special Educational needs by use of resources, use of staff, pre-teaching, interventions and use of individual support plans.

All children are well supported within the classroom by highly skilled teachers and teaching assistants. Appropriate adjustments are made to the classroom, teaching and resources to ensure that all children have access to the curriculum. These include:

- a clearly differentiated curriculum;
- collaborative learning (talking partners, mixed ability group work);
- using ICT or a scribe to record;
- using ICT to support learning;
- using drama techniques;
- using concrete apparatus (numicon, magnetic letters);
- the use of pupil's interests;
- targeted group work;
- pre-learning of key points or vocabulary prior to a lesson;
- 1:1 support;
- 1:1 teaching;
- interventions and guided work;
- high quality phonics teaching;
- the use of visual aids;
- adaptation of the learning environment.



How do we evaluate the effectiveness of provision made for pupil with SEN?

The effectiveness of provision for pupils with SEN is rigorously evaluated through pupil progress meetings and monitoring. Assessments and data are used to ensure that the correct interventions are in place and children are making progress. If progress of children with SEN are not making expected progress, this is discussed at progress dialogues and next steps put into place. The SENCo uses the data from the progress meetings to evaluate provision. EEF guidance is used to inform decision making in terms of provision for children with SEN. TA meetings and lesson walks are also used to evaluate the effectiveness of provision through staff voice.

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

We pride ourselves on our positive relationship with parents and the school operates an open-door policy so if you have any questions about your child's progress you can make an appointment to see your child's class teacher at any time. We report in detail to parents through Parent Evenings which are held twice a year and via the School Report in July. We also hold termly meetings for the parents of children who are on the SEN register. Permission will always be sought before your child is assessed by an outside agency, e.g. the Specialist Teaching Team, and feedback will be given as a written report or verbally as part of a review meeting.



Staff also love to share successes on an as and when basis so will often catch parents at the beginning or end of the day to celebrate individual children's achievements or progress. Children's achievements are also celebrated on the school website, the school's Twitter and Facebook account with permission of the parents. There are also numerous occasions throughout the year when parents are invited into school to see the children working and performing e.g. Open Mornings, Sports Day, Nativity, Dramatic Performances, Church Services and end of term assemblies.

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

On entry to the Early Years Foundation Stage (YR) teachers baseline assess children in line with the government's Reception Baseline Assessment. This online tool assesses the children's starting points in language, communication and literacy, and mathematics. These assessments are completed within the first six weeks of their first school term (Autumn 1). Assessments are then made throughout their Reception year and then recorded on Tapestry. At the end of the Foundation Stage, they are again assessed formally against the Early Learning Goals.

In Key Stage One and Two, children's progress is tracked termly and measured against age-related expectations in relation to the National Curriculum. This process includes Pupil Progress Meetings between the class teacher, Headteacher and SENCo when children's progress is discussed in relation to directing support and interventions appropriately.

Formal national assessments take place at the end of Key Stage 1 and at the end of Key Stage 2.



Assessments made by outside agencies are also utilised within the school. Moderation also takes place termly with an external moderator to ensure teacher judgements are accurate and secure.

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

The school will endeavour to ensure that provision is put in place so that all children can access after school activities, breakfast clubs, outdoor learning and educational visits including residential opportunities. Where necessary, we will ensure that specialist support is available and if required, reasonable adjustments made to enable all children to access the provisions on offer, wherever possible.

Arrangements for the admission of pupils with disabilities

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons' ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' policy to accommodate pupils with disabilities should parents wish. Steps are taken to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.



How accessible is the school environment?

At Welbourn C of E Primary School, there are sets of steps exiting the school hall and a set outside of Topaz's classroom into the outdoor area. At Welbourn C of E Primary School the school's ground floor is mainly accessible to wheelchairs and there is an accessible toilet, a ramp leading to the mobile if they were unable to access the steps up to the classroom.

Due to the small school site, car parking is limited at school and so there is not a disabled parking facility. Parents and carers, however, are able to park in the car park or on the drive if they have mobility issues or hold a disabled blue badge. We are an actively inclusive school and will always make reasonable adjustments, where possible, for any visitors who may have a disability.

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

If your child is joining our school in to the Reception class, we have a transition programme in place. New children are invited into school with their parents to visit initially and taken on a school tour to familiarise themselves with the site.

This is followed by 2 school visits during the Summer Term aimed at helping your child to become comfortable in his/her new surroundings. We have 'crafty' afternoons and a Teddy Bear's Picnic which the children can be accompanied by their parents. The children also receive their own Welcome Pack which parents can share with them at home in preparation for the new term. This includes information about the school and photos of the staff. Parents are also invited to a New Parents Meeting where the EYFS curriculum, school day



etc.. is discussed. Parents have the opportunity to discuss/questions any worries that they might have. A 'Phonics Workshop' also takes place in the Autumn 1 term to inform parents of our phonics scheme and our school reading expectations.

If your child joins the school in another year group, we plan, in consultation with parents/carers, the transition depending on the needs of the child. Your child is welcome to make visits to the school to meet their class and their teacher and familiarise him/herself with the school routines. We fully encourage your child to come into school for a taster morning/afternoon. As with most things in school, these arrangements are extremely flexible and can be personalised and adapted to meet the particular needs of your child. There are also a number of set opportunities for parents to meet with staff in year group and 1:1 settings but again, further meetings can be arranged if necessary.

If a child is already identified as having special educational needs, it is usual practice for our SENCO to be invited to and attend a Nursery/Pre-school meeting and for all paperwork to be forwarded to the school during the summer break.

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

We are committed to working in partnership with professionals and families to ensure smooth secondary or alternative school transition. This usually means communication with the school, planned school visits, transition visits and sharing of key information, usually in Year 5 and Year 6. Additional individualised transition days and booklets can be

organised and produced dependent on the needs of individual children. The new school SENCO is informed of the child's



needs and transition paperwork is completed by the SENCO and class teacher. All paperwork is kept up to date and forwarded to the new school promptly.

How can I be involved in supporting my child?

You can support your child by:

- engaging with the school;
- attending meetings;
- keeping the school up to date with any changes or information you feel is necessary to pass to the class teacher or SENCO;
- attending parent workshops and open-school events;
- supporting them with reading, spelling, times table and homework tasks;
- providing home and wider learning opportunities.

Who can I contact for further information?

If you require any further information, help or support, please contact a member of our school team.

- Your child's class teacher
- SENCO - Mrs Claire Puttock
- SEN&D Governor - Mrs Rhia McCarthy
- Headteacher - Mrs Tracy Boulter



How can I access support for myself and my family?

School staff are always available to offer support and signpost to other organisations when necessary. Some useful organisations include:

Organisation Telephone Website/Email

Kids.org www.kids.org.uk - working with disabled children, young people and their families

Young Minds www.youngminds.org.uk Young Minds: The voice for young people's mental health and wellbeing.

IPSEA www.ipsea.org.uk IPSEA stands for Independent Parental Special Education Advice

Lincolnshire County Council www.lincolnshire.gov.uk - provides information on the local offer, local schools and information for parents including links to support groups. Find links here for 4all - a magazine with up-to-date information on SEND and activities for children, young people and families. Also find links here for short breaks for children and young people with SEND.

Lincolnshire Children's Services 01522 554673

Parent Partnership 01522 553351

Parent partnership offer free confidential advice,



information and support to parents and carers about special educational needs

Parentlineplus 0808 8002222 www.parentlineplus.org.uk

PAACT (Autism Support) Email: paactsupport@hotmail.co.uk

Lincolnshire ADHD Support Services 01522 539939

Email: lincoln.adhd@btconnect.com

Family Action 01522 69010 Email lincoln@family-action.org.uk

Lincolnshire Centre Grief & Loss 01522 546168

Email: email@lcgl.org.uk

How do the school manage complaints in regards to SEND?

We hope that complaints about SEND provision will be rare; however, if there should be a concern the process outlined in the school's Complaints policy should be followed.

What is the 'Local Offer'?

The Lincolnshire County Council Local Offer can be found at:

<https://www.lincolnshire.gov.uk/send-local-offer>

This contains information regarding the SEN provision across the county.



Intervention is managed and monitored by the SENCo through



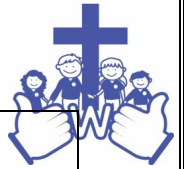
the 'Provision Map' for each year group. It includes:

- The different intervention groups for learning, personal, social, emotional, and physical development for each year (which will vary dependent on the needs of the children)
- 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

Interventions are planned by class teachers/TAs and will be updated three times a year.

Most targets for Provision Mapping are set and materials developed to meet the child's specific needs. We carefully tailor programmes to meet these needs. Some of the interventions we used are from published programmes, some of these that we offer are:

Cognition and Learning	Language and Communication	Personal, social and mental health	Physical need
Toe by Toe (reading/writing & maths) Beat Dyslexia (reading, spelling and handwriting) record a sentence) Sound Beginnings (LDA) OWL Reading Recovery Programme	First Call Talk time (encouraging the use of vocabulary) Semantic Links Language In Pictures (Black Sheep Press) Speech Therapy Programmes (With a Speech Therapy	Social Stories Circle-Time Activities Circle of Friends	Physiotherapy (following programmes set by Physiotherapists) We support pupils with medical needs following guidance from relevant medical practitioners

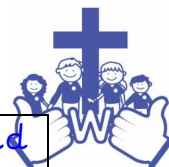


<p>Theodorescu Write From The Start (Handwriting) Steps To Success In Maths: Securing Progress for All Children (Yr3-6) Box Dictation (Spelling materials) Nessy</p>	<p>Assistant or teaching assistant in school)</p>		<p>(E.g. diabetic nurses...)</p>
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5. 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	<p>Sets targets based on your child's needs Will be ultimately responsible for ensuring the intervention is provided and its effectiveness monitored</p>
SENCo	<p>Can support teachers with effective target setting Monitors the effectiveness of intervention groups through the use of provision maps for each year group May complete referrals to agency support (e.g. for Speech Therapy, to identify specific learning needs, with monitoring/ advice from an Educational Psychologist) Will coordinate the list of children in school with additional needs & physical disabilities (SEND Spectrum) Will lead review meetings and complete relevant paperwork</p>



Headteacher	<p>Oversee the provision for all SEND pupils and line manage the work of the SENCO.</p> <p>Coordinate Assessment of all pupils including those with SEND to ensure that provision matches needs and progress is being made in line with targets set.</p>
Teaching Assistants (in class)	<p>Day to day support within the classroom within class tasks (maybe 1:1 or in a small group)</p> <p>May provide monitoring of physical needs (blood sugar levels, toileting requirements)</p> <p>May provide additional intervention, e.g. handwriting, additional reading, scribing in writing, basic maths practise)</p> <p>Directed by the teacher to support the targets set</p>
Teaching Assistant (Interventions)	<p>Providing support for reading, spelling, memory games, structured programmes (Toe-By-Toe, Beat Dyslexia etc...), basic maths skills either through 1:1 or small group work</p> <p>Directed by the 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>May provide monitoring of physical needs (blood sugar levels, toileting requirements)</p> <p>Directed by the teacher to support the targets set</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	<p>Overseeing the provision for SEN</p>



Governor	Supporting the SENCo Reporting back to the Governing Body the effectiveness of the SEND systems in place.
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6. What training and experience do staff have for the additional support of my child's needs?

All staff are trained in:

- Safeguarding
- Understanding and managing behaviour
- First aid

Specific training is detailed by the SENCO and Headteacher to ensure that the needs of all pupils are met by the teaching staff and support staff.

7. Who else might be involved in supporting my child? We work with a range of support agencies who offer advice, assessment, monitoring and staff training :

Name	Agency	Time in school	Support available	Age of children
Pam Page	Educational Psychologist	3 planning meetings a year plus observations & parent meetings.	Assessment for learning; personal, social and emotional needs Observations/monitoring Target setting Support with paperwork	All ages
Speech and Language Therapy		3 times a year	Assessments of speech difficulties and language acquisition Direct teaching	All Ages
Adele Sherriif	Working Together Team (WTT)	As required	Assessment for learning difficulties (for children with Social Communication Needs)	All Ages



			Observations to support with learning behaviour Target setting Training of staff	
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We can also make referrals to:

- Family Action workers (to support with issues impacting on your child and the family)
- Child and Adult Mental Health Service (CAMHs)
- 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 strong relationships with children to support their emotional needs.
- All incidents of children demonstrating that their emotional or social needs are not being met (for whatever reason) are communicated to the relevant members of staff and recorded on a 'green form'.
- All child protection issues will be reported to the Head Teacher or Deputy Safeguarding Leads. They will monitor and follow up any concerns that are necessary to ensure all children's needs are being met.
- We have a clear behaviour policy which is adhered to by all staff.
- Intervention for personal, social and emotional development can be planned for in children who require additional support. The content of this will vary dependent on the



- needs of the children. Stories, circle time and sharing experiences can help to support children.
- Circle time and focused PSHE occurs in every classroom to promote speaking, listening, empathy, working together, turn taking and following social rules.

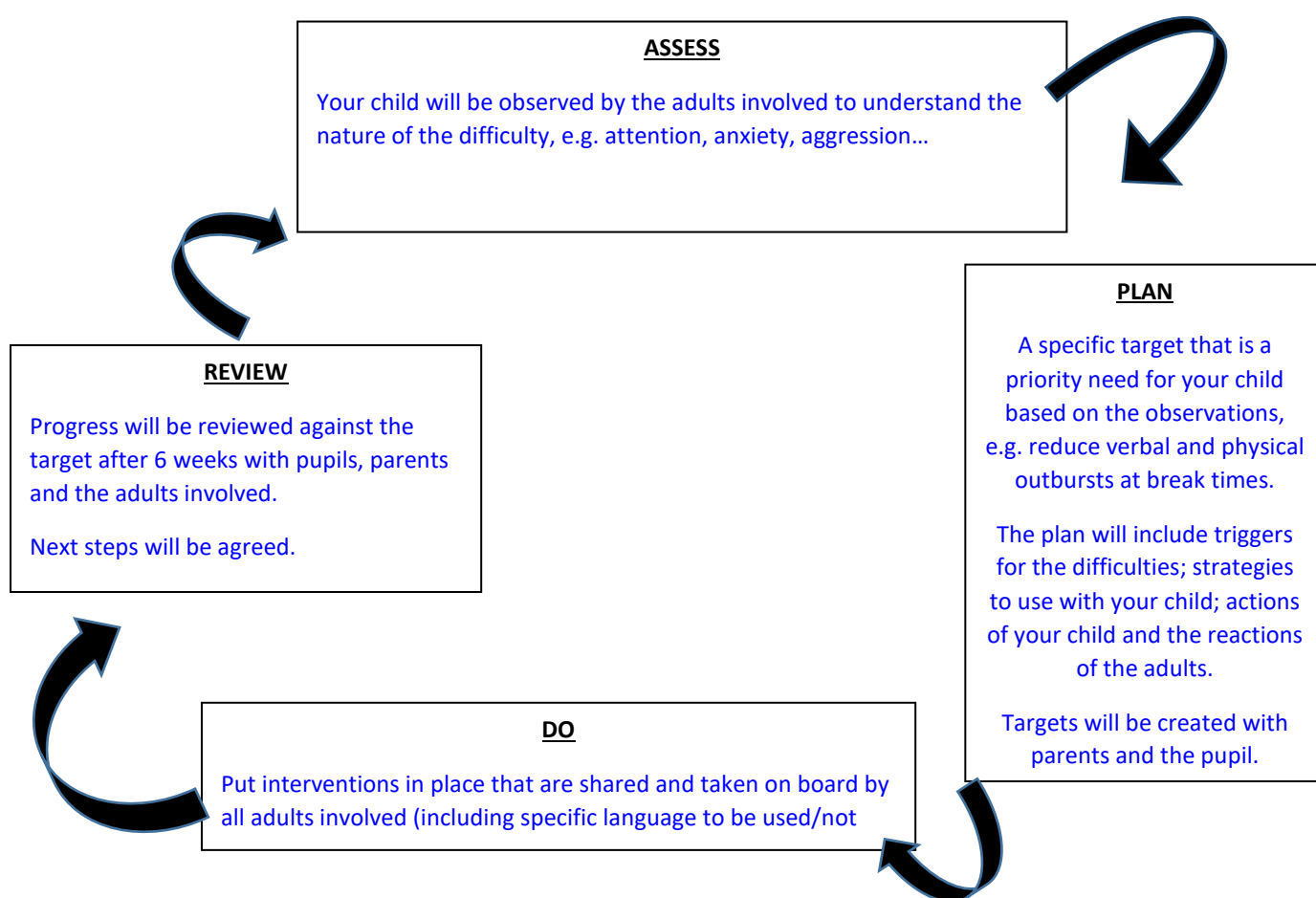
Medical needs:

- If your child has specific medical needs then please contact your child's class teacher in the first instance, he/she will inform 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, prescribed by a doctor, please contact the school office and complete a medicine administration form. All medicines will be stored centrally-the Medicines in School Policy which can be found on the school website, details which forms and procedures will need to be completed prior to the administration of any medication.
- If your child is (or becomes) asthmatic please inform school immediately. We will require the appropriate asthma medication which will be kept with the child at all times.



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.
- Parents should aim to ensure their child's attendance is above 95% (and closer to 97%+). School will monitor attendance regularly each half term and contact will be made where a child's attendance falls below 90%. If concerns continue to arise regarding your child's



attendance, an Education Welfare Officer may be asked to become involved as per the attendance policy.

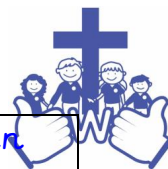
9. How will my child be involved in the process and be able to contribute their views?

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. Each year every child with additional needs will complete an Individual Education Support Plan (IESP) where they will review personal progress and evaluate their own support provision.
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.

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

If your child has SEN then they may require support that is 'additional to and different from' the rest of the class in some or all curricular areas (although it is rare for children to have a global need across the curriculum). This does not necessarily mean that they need to be taught outside of the classroom, it may simply mean that teachers need to ensure we use a range of different strategies to support the child's learning. This could look as follows;

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

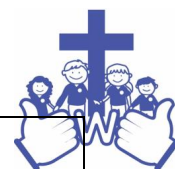
11. What opportunities will there be for me to discuss my child's achievement?



How will I know how well my child is progressing?

At Welbourn, we pride ourselves on our positive relationship with our parents as we understand you know your child best. The views of parents and children are central to the process of providing effective support. Opportunities for feedback include:

Opportunity	Details	Frequency
Review meetings	As stated in section 4	Annually
Assessment or observation feedback. Agency led, e.g. with Educational Psychologist, Speech Therapist or Specialist Advisors.	To feedback an assessment report or observation either by the agency or the SENCo, parents will receive paper copies of reports written and can discuss how these will impact in classroom practices with class teachers. If these are completed close to the review meetings, then feedback may be during this time.	Dependent on the need for the agency involvement
Target Trackers	We communicate your child's assessment levels in Maths, Reading and Writing 3 times a year. We target each child's progress and let you know if they have met/not met or exceeded their target.	3 x yearly
Parent consultations	If your child's targets directly relate to the classroom, e.g. curricular, behavioural, for attention	Every 4 months



	or organisation then these may be discussed during parent consultations.	
Parent Teacher Planning Document	Each year, at the start of Term 2 (Nov), teachers will meet with parents to review progress. Children with any SEND will receive an additional time slot to discuss/ plan for the next academic year and set targets.	
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 <u>manageable</u> 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 teachers is via the school office or through email:

enquiries@welbourn.lincs.sch.uk

Mark each email for the attention of the relevant class teacher.

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



Teachers are constantly monitoring children's needs and assessing the progress made against learning targets. This is carefully managed across the school and monitored by the Senior Leadership Team to 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 stages
- Our assessment tool in school (FROG Progress) allows us to plot all steps of progress, no matter how small. So we can, at any point, get a clear overview of learning and easily plan 'next steps'.
- Development Matters for monitoring of development in Early Years and assessment against Early Learning Goals for children completing Foundation Stage
- Standardised assessments (completed by the Specialist Advisors and Educational Psychologist) - gives us a clearer picture of areas of strength and development against children nationally
- Assessment for learning - within the classroom, using red/amber/green highlights in books so children can show how confident they are at particular tasks, thumbs up/down, use of talking partners etc 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 provide additional support through Provision Mapping (as outlined in section 4). If the process of providing additional support does not result in children making good or better progress then we may seek the support/ advice of outside agencies to make further provision to support learning.



If children still fail to close the gap between their levels of attainment and levels of attainment expected by a child of their age then we will 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.

An Education Health Care Plan may, but may not, provide the school with some additional funds to support the targeting process it will outline.

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

We frequently use educational visits and residential trips 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.

All children have an equal right to attend our extra-curricular clubs. Breakfast Club is provided in school by the Governing Body-contact the school office if you wish to book a place at the club.

14. How accessible is the school environment?

We are a single story school with good accessibility for wheelchair users

We have disabled toilet facilities

We have a medical room provision with an adjustable medical couch

We have access to a range of computing equipment (including iPads and laptop computers)

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:

- Encourage regular visits from the Class Teacher and Teaching Assistant 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 visits (depending on need) before your child starts school, including opportunities for your child to meet some of the children currently in Reception
- Organise two half day visits, so children can become familiar and confident in our setting
- Hold a 'Teddy Bear's Picnic' at school with for new families at the end of the previous summer term
- 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 mornings where your child will meet their new teacher
- Transition Meetings held by the incoming Class Teacher
- Parent teacher consultations 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 a SEN or disability. We will support you and your child by:

- Organising agency support for transition, e.g. Speech and Language Therapy, Social Communication Outreach etc...
- Provide information about the needs of your child to their transferring school through face to face meetings between SENCOs, paperwork, emails, etc
- Additional preliminary visits to secondary schools during the preceding term.
- Invite the SENCOs from the secondary schools to come to the last review meeting of Year 6 or the Annual Review in Year five if a child has a statement of SEN or EHCP.
- Apply for Summer School access that some secondary schools provide as a transition device.

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
- Support with homework tasks
- 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 etc



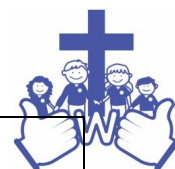
Parents are always encouraged to support within school through:

- Donating spare time, e.g. to listen to readers, support children with spellings
- Share your own talents, e.g. art, sports, cooking, sewing...
- Share your knowledge about your child, e.g. through review meetings, parent consultations
- Joining us to celebrate success, e.g. in class worship, performances, Sports' Day, school open days.

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	http://www.lincolnshire.gov.uk/parents/support-and-aspiration/
Lincolnshire Children's Services	01522 554673	https://www.lincolnshire.gov.uk/parents/
Lincolnshire Parent Carer Council	0845 3311310	enquiries@lincolnshireparentcarercouncil.org.uk
Parent Partnership	01522 553351	www.lincolnshireparentpartnership.org.uk
Parentlineplus	0808 800 2222	www.parentlineplus.org.uk
PAACT (Autism Support)		paactsupport@hotmail.co.uk



Lincolnshire ADHD Support Group	01522 539939	lincoln.adhd@btconnect.com
EMC Services Equality for Minority Communitie s	01427 787190	emc.lincs@lincolnshire.gov.uk
Family Action	01522 69010	lincoln@family-action.org.uk
Lincolnshire Centre Grief & Loss	01522 546168	
Sunflower Counselling	07806 327563	www.sunflower-counselling.co.uk

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. 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 by making an appointment at the school office or using the email address below
- The school SENCo -via email at enquires@welbourn.lincs.sch.uk marking your email FAO SENCo

Trying Our Best To Be Our Best!



Service and Stewardship

-Justice

-Peace and Forgiveness

-Generosity

-Thankfulness

-Equality

-Love and

Compassion