

Billinghay Church of England Primary School

Special Educational Needs and Disabilities (SEN and D) Information Report



Special Educational Needs and Disabilities (SEN and D) at Billinghay C of E Primary School

Believe to achieve, empowering a community of hope and aspiration.

'Ask and it shall be given, seek and you will find, knock and the door will be opened.' Matthew 7.7 ensures our community knows that with hard work, determination and God's help they can open doors to a brighter future.

We are inspired by the life of St Thomas and like him we are on a journey with our values supporting us as we travel. Our pupils will have the courage to challenge and ask questions with curiosity. St Thomas empowers us to learn from past and current events to be able to shine bright with hope and raise our aspirations to go out and change the world.

Our Vision statement:

Working together to raise aspirations, empowering a community of hope. We seek to develop resilient, curious and creative minds, inspiring everyone to shine bright and be positive members within our church school community.

We promote a culture of mutual respect between all the people who work in or visit our school. We aim to create an inclusive curriculum creating a culture where everyone can shine bright living well in their own skin and be happy for others. Our school is a place where everyone is able to flourish within a culture of love that accepts and forgives.

We involve our community in understanding and implementing expectations and systems to encourage this, and to act consistently and vigilantly within agreed guidelines. We work towards creating an environment in which all can achieve and shine brightly. Every person in our school is to be revered and respected as a member of a community where all are known and loved by God. By doing this we will create an environment which maximises the potential of everyone, ensuring they are resilient, curious, creative and aspirational for the future.

As a Church of England School, we have at our heart a belief that all everyone is loved by God, are individually unique and that we aim to express God's love by ensuring we offer a safe and welcoming place for all God's children. Everyone at Billinghay Church of England Primary School should be able to grow freely and be comfortable and confident within their own skins without fear or prejudice. We at Billinghay Church of England Primary School have a mission to help each person to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. We have a duty to try to remove any factor that might represent a hindrance to a fulfilment. Our core purpose as a Church School is to maximise the learning potential of everyone within the love of God.

1. What should I do if I think my child is having difficulties with learning?

Contact my child's class teacher.



Together decide on a course of action.



The Special Educational Needs Co-ordinator (SEN Co) will be informed and if appropriate the child will be placed on the Special Educational Needs and Disabilities Register.



Targets may be put together or an outside agency may be requested.

- If after discussing your concerns about your child's progress with their class teacher you are not happy that the concerns are being managed, and that your child is still not making progress, you should speak to the SEN Co or the Headteacher.
- If you are still not happy you can speak to the school SEN Governor.
- Their roles and responsibilities are set out in Section 3.

2. What does SEN and D look like at our school?

We make every effort to be a fully inclusive school. We welcome everybody into our school community and aim to support every child to reach their full potential both academically, socially and emotionally.

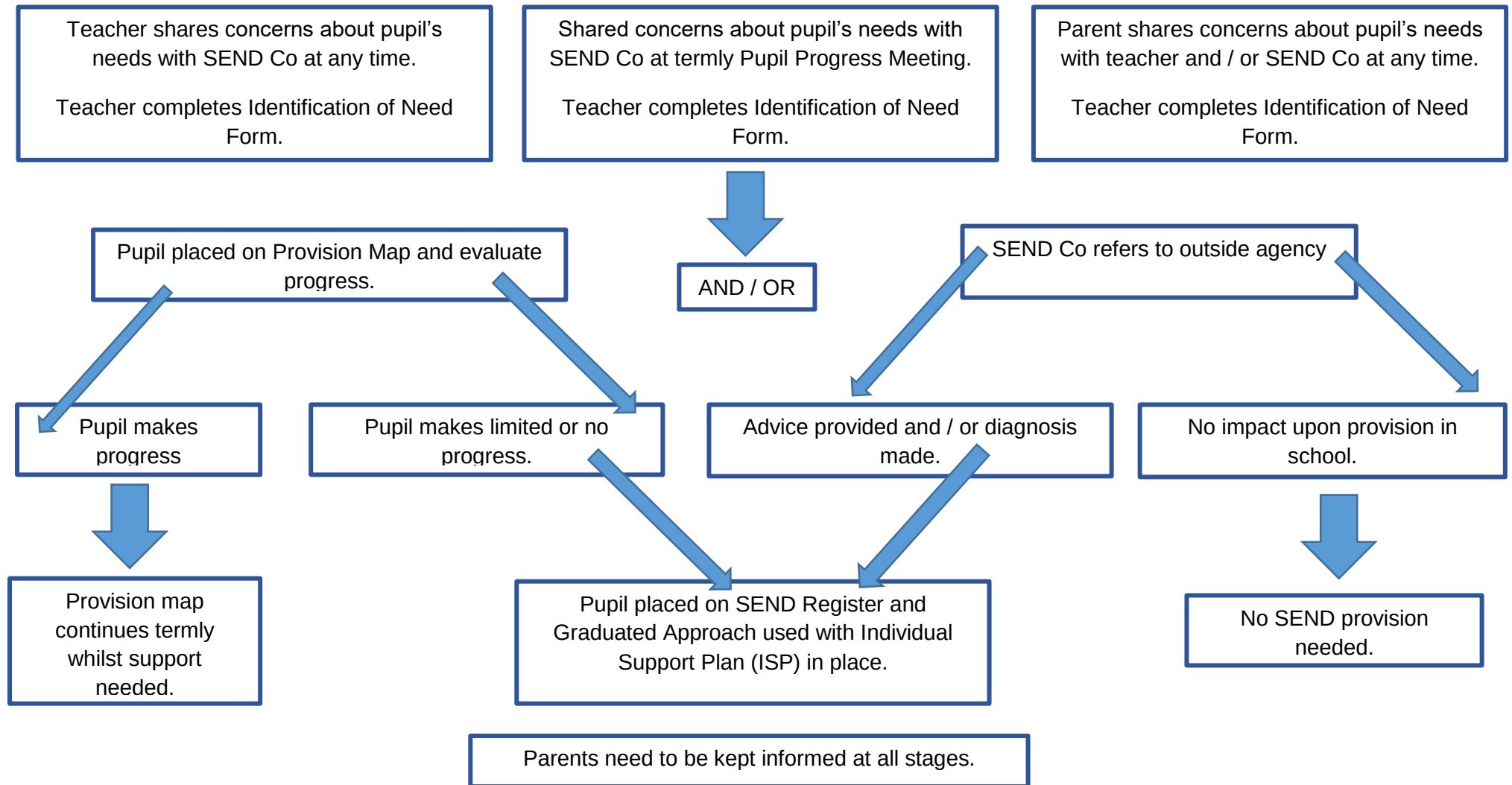
Facilities are available to enable access to school for children with a disability. We recognise that some children have special talents which need nurturing and that some children may need additional support occasionally, or even continuously, in order to help them make progress.

If a child requires additional support or programmes to aid their learning or physical needs, they may, after close consultation with parents, be placed on the school's Special Educational Needs and Disabilities Register in accordance with the Code of Practice that all schools adhere to. Please see our SEND Policy for more information.)

Our SEN and D Register is broken down into two sections SEN Support and Education Health Care Plan. Before a child is placed on the SEN and D Register we follow our Identifying Special Educational Needs Pathway (Page 2) to identify next steps.

Identifying Special Educational Needs Pathway

Working Practises of Special Educational Needs and Disabilities.



SEN Support

If a member of staff has concerns about a child's progress the pupil will first be added to our schools provision map. The pupil will be monitored within class by the teacher and teaching assistants working with the child, and their progress will be discussed at pupil progress meetings. Intervention programmes may be used to support your child at this point.

In the SEN Support category would be those pupils requiring an Individual Support Plan (ISP). Children can move straight to this category or may move to this category after being monitored for a period of time. We use the Identifying Special Educational Needs Pathway (page 2) to determine this.

The An ISP is a document drawn up with a child centred approach following a cycle of assessing – planning – doing – reviewing (See Section 6 and 7 for more information). SMART (Significant, Measureable, Achievable, Realistic, Time bound) Targets are created for the child and agreed with parents. We firmly believe that the child, parents, school and any agencies should work closely together in order to provide the support needed so that every child reaches their full potential whilst at our school.

The SEN and D register is monitored on regular basis and children can move off and on it at different times in a year.

Education, Health and Care Plan (EHCP)

This means that the Local Authority (LA) have agreed that your child needs a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school, and therefore an EHCP is agreed and put in place to support your child.

Usually your child will also need specialist support in school from a professional outside the school. (See Section 4)

The process to apply for an EHCP is as follows:

- The school, or parents and carers, can request that the Local Authority carry out an Education, Health and Care Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- Requests are made using the Lincolnshire EHC Hub, an online digital platform for families, professionals and educational settings. More information can be found here <https://professionals.lincolnshire.gov.uk/homepage/67/ehc-hub>
- Once a request has been submitted through the Lincolnshire EHC Hub to the Local Authority, a panel decides whether they think your child's needs (as described in the information and reports submitted) are complex enough to conduct an EHC Plan needs assessment. If they do not think your child needs this assessment, they will ask the school to continue with the support being provided.
- If an EHCP needs assessment is agreed an SEND Caseworker will contact the family and organise a Person Centred Planning Meeting (PCP meeting). The purpose of this meeting is to gather information to support the completion of the EHC Plan needs assessment in readiness for the Multi Agency Hub.
- After the PCP meeting has taken place, a Multi-Agency Hub will decide whether an EHC plan is required by referring to the information presented. If this is the case a draft EHC plan will be issued, setting out your child's identified needs, the outcomes to meet these needs and the provision necessary to achieve these outcomes. The draft EHC plan will be sent to

parents following the Hub's decision. Parents then have 15-days to discuss and respond to the draft and to let the SEND Caseworker know their preferred educational setting they wish to be named in the EHC plan.

- By week 20 of the initial request, the EHC plan is agreed, finalised and issued to the child. The locality SEND caseworker will discuss and suggest with the educational setting that an implementation meeting takes place with the family.
- An EHC Plan will outline the outcomes that are aimed to be achieved for your child and how these will be met. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
- The progress of the EHCP Assessment can be seen throughout the process on the Lincolnshire EHC Hub. If an Education, Health and Care Plan is granted, then the child's EHCP is accessible on the Hub.

The support outlined in an EHCP is available for children whose learning needs are:

- Severe, complex and lifelong
- Needing above and beyond the help provided at the school support level.

School will work in close partnership with a wide range of services including health and social care as well as outside educational professionals to devise programmes and support packages to enable children to gain the support they need and make academic progress.

3. What are the roles and responsibilities of people in school?

Who I can talk to if I feel my child is having difficulties with learning?

Class/subject teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SEN Co know as necessary.
- Writing Individual Support Plans (ISP), sharing and reviewing these with parents at least once each full term, and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEN and D Policy is followed in their classroom and for all the pupils they teach with any SEN and/or D.

The SEN Co (Mrs Atkinson)

Responsible for:

- Coordinating all the support for children with special educational needs and/or disabilities (SEN and D) and developing the school's SEN and D Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Specialist Teaching Team Teacher, Therapy, Educational Psychology, Working Together Team, Speech and Language etc...

- Updating the school's SEN and/or D register (a system for ensuring all the SEN and D needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEN and/or D in the school achieve the best progress possible.

Headteacher (Mr Allen)

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or D.
- Giving responsibility to the SEN Co and class teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEN and D.

SEN Governor (Mrs Dring)

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEN and/or D.

4. Who are other people providing support for SEN and D?

We will sometimes use and seek the support of outside agencies. These agencies become involved when it has been identified by the class teacher/ SEN Co that a pupil is needing some extra specialist support in school from a professional outside the school. This may be from:

- An Educational Psychologist (EP)
- Specialist Teaching Team (STT) for assessment, advice and resources for children with literacy and numeracy difficulties including Dyslexia.
- Community Paediatrician
- Working Together Team - Lincolnshire Autism, Social Communication and SEND Outreach Service (WTT)
- Speech and Language Therapy (SALT) Service
- Ask SALL (SEND Advice Line Lincolnshire)
- BOSS (Behaviour Outreach Support Service)
- Sensory Education and Support Team (SEST) for children with a hearing or visual needs.
- Children and Young Person's Nurses
- Healthy Minds
- Child and Adult Mental Health Service (CAMHs)
- Physiotherapy and Occupational Therapy
- Family Support Worker (to support the issues impacting on your child and the family)

For your child this would mean:

- Your child will have been identified by the class teacher/ SEN Co (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Specialist Teaching Team Teacher, Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school and at home.

- The specialist professional will work with and/ or observe your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
 - Support to set better SMART targets which will include their specific expertise.
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group.
 - A group or individual work with an outside professional.
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

5. How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making appropriate progress against age related expectations, the school will set up a meeting or a telephone consultation to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may receive.
- Discuss with you any referrals to outside professionals to support your child's learning.

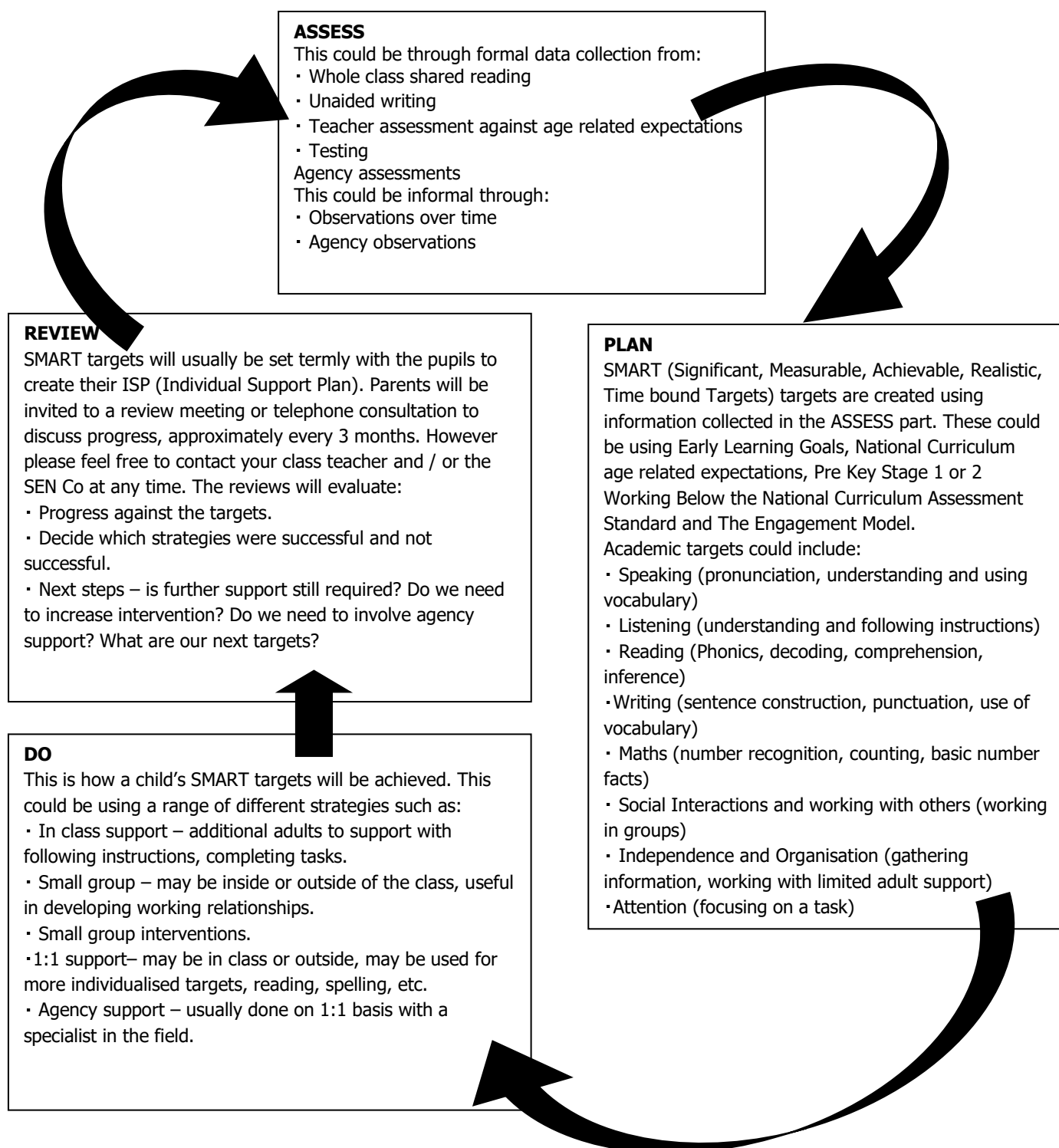
6. How will the school decide if my child needs extra support?

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

- Parental discussions.
- Adult observations over a period of time (by class teacher, teaching assistants, midday supervisors).
- Collecting and analysing data twice a year (measuring the progress your child is making against age related expectations).
- Pupil discussions – do they find something challenging?

7. What will the school do to support my child?

When a pupil is identified as having SEN, our school will support the child to help remove barriers to learning and put effective special educational provision in place. This could be through reasonable adjustments, group work, interventions with a Teaching Assistant or other Teachers or Agencies. (See Section 4) In our school the SEN Support will take the form of a four part cycle as shown on page 7.



8. How will my child be involved in the process?

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. This is completed at an age appropriate level.
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 gathered throughout the interventions to judge their engagement and progress. This will inform future planning.
Use of social stories, cartoon conversations	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

9. What support will there be for my child's emotional and social wellbeing and/or medical need?

Pastoral and social support:

- Access to the NHS Lincolnshire website: <https://www.lpft.nhs.uk/young-people/lincolnshire/home> and <https://www.lpft.nhs.uk/young-people/lincolnshire/young-people/helping-you-help-yourself>. These services are intended to make sure that young people have access to information and advice in one place, and are aware of local services, that can support them when experiencing emotional wellbeing, mental health or behavioural concerns. The resources can be accessed through the websites above or through our school website under the parents heading.
- 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 serious incidents are recorded on Arbor.
- All safeguarding and child protection issues will be reported to Mr Allen (Headteacher) and in his absence, Mrs Smithson (Assistant Headteacher).
- We have a clear behaviour policy which is adhered to by all staff (please visit the school website for a copy).
- Intervention for personal, social and emotional development are planned for across the school. The content of this will vary dependent on the needs of the children. Stories, circle time and sharing experiences form a staple part of the group.
- Mrs Atkinson is a trained ELSA (Emotional Learning Support Assistant).
- Each class teacher promotes speaking, listening, empathy, working together, turn taking and following social rules.

Medical Needs Support:

Please refer to our Medicine; Supporting Pupils with Medical Conditions policy. A copy of which can be found on our website under 'Key Information - Policies'.

10. How are staff helped to work with children with SEN and/or D?

The SEN Co's job is to support the class teacher in planning for children with SEN and/or D.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEN and/or D. This includes whole school training on SEN and/or D issues such as Autistic Spectrum Disorder - Making Sense of Autism, Emotion Coaching and Attachment Theory. Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Mr R Allen and Mrs J Smithson are our designated Safeguarding leads and have completed the Child Protection training associated with this.

Mrs R Atkinson has completed the National SEN Co Award Post Graduate Certificate in SEN at Masters Level and is also ELSA trained – Emotional Literacy Support Assistant.

All staff have all had training for Safeguarding, E-Safety, First Aid and Prevent Training.

11. How will teaching be adapted for my child with SEN and/or D?

If your child has SEN and/or D then they will require support that is 'additional to and different from' the rest of their class. This does not mean that they need to be taught outside the classroom, it simply means that teachers need to ensure that they use a range of different strategies to support the child's learning.

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

Specially trained support staff can adapt the teacher's planning to support the needs of your child where necessary. This can involve them adapting intervention programmes for which they have received training to deliver, to meet the needs of a child/children.

Specific resources and strategies will be used to support your child individually and in groups. Examples may be the use of practical apparatus in maths such as numicon, cuisenaire rods, 100 squares or magnetic letters for spelling. Visual prompts such as pictures, visual timetables and word banks. ICT may be used to record either by typing or speaking as alternatives to writing.

12. How will we measure progress?

We carefully track all of our pupil's progress twice a year through the use of data and through observations. Your child's progress is continually monitored by their class teacher. The data is reviewed and analysed by the Headteacher and SEN Co twice a year to see if your child is meeting their age related expectations.

If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These assessment tools are called P Scales 1-4 or Pre Key Stage 1 or 2 Working Below the National Curriculum Assessment Standard, The Engagement Model and Boxall, depending on the age of your child.

At the end of each key stage (At the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

Pupils in Year 1 are required to be formally assessed using the Phonics Screening Test and pupils in Year 4 are required to be formally assessed using the Multiplication tables check. These are assessments that the government requires all schools to complete.

The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all adults and outside agencies involved with the child's education and development invited to the review.

The SEN Co will also check that your child is making good progress within any individual work and in any group that they take part in.

We also measure progress against:

- Reading age assessments.
- Accelerated Reader
- NTS Maths assessments
- Standardised assessments (completed by Specialist Teacher Team and Educational Psychologist).
- Continual assessment in class called Assessment for Learning.

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

We frequently use educational visits and once a year 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. 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 will we prepare and support your child when joining school, leaving or moving class?

We recognise that transitions can be difficult for children and we take the following steps to ensure that any transition is as smooth as possible.

- **If your child is joining school from a nursery:**
 - We have strong links with our feeder nurseries. A member of our Foundation Stage Team will visit your child's nursery to meet your child in a familiar environment and meet with their Key Workers to discuss your child's individual needs.
 - Receive and use relevant paperwork from the nursery, e.g. your child's learning journey, any SEN or medical information.
 - Arrange 'Stay and Play' visits into school before your child starts to meet their teachers, peers and become familiar with their new classroom setting.
 - Hold a transition meeting 'Teddy Bear's Picnic' in the summer term before they start, where you will meet your child's class teacher, receive an information pack about our school 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.

If your child is moving to another school:

- We will contact the school SEN Co and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

• **When moving classes in school:**

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher.
- A class swap morning is set up for your child to meet their new class teacher.
- If your child would be helped by a book to support them understand moving on then this will be made for them.

• **In Year 6:**

- The SEN Co will meet with the SEN Co of the secondary school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

15. What support do we have for you as a parent?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SEN Co is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be shared with you either in person or in a report.
- Your child's targets will be shared with you each term and a copy sent home.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Our school SEND Policy has a list of useful outside agencies and websites that can support families.
- Our school website has links to the Family Service Directory (FSD) under Key Information and SEN. This website gives details of outside agencies, charities and companies that offer families support throughout Lincolnshire. <https://www.lincsfamilydirectory.org.uk/kb5/lincs/fsd/home.page>

16. 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:

- Strategies for reading, e.g. reading to your child, talking about the story and characters and hearing your child read on a regular basis.
- Games for developing memory, spellings, maths.
- Activities that will develop fine motor skills, e.g. threading beads, colouring, drawing, playdough.
- Useful websites and apps, e.g. TT Rockstars and Numbots.

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- Specific agency advice – could be games, organisational strategies (e.g. visual timetables), behaviour management strategies.
- Visual prompts for at home and school.
- Letters to support referrals to Paediatricians

Parents are always encouraged to support within school through:

- Share your knowledge of your child, e.g. through review meetings, parent consultations.
- Donating spare time, e.g. to listen to readers.
- Share your own talents, e.g. art, sports, career advice.

17. Useful Contact Details

How to contact us.

Your child's class teacher will always make themselves available to discuss any specific issue at an appropriate time. Please contact them to arrange a mutually convenient time. You can do this by telephoning the school on 01526 860786 or alternatively through email. The format to the email is:

Firstname.surname@billinghay.lincs.sch.uk

Alternatively, if you need to make contact with our SEN Co, Mrs Atkinson works from Monday to Wednesday and her email is: Rebecca.Atkinson@billinghay.lincs.sch.uk

Mr Allen's email is Richard.Allen@billinghay.lincs.sch.uk

Amended: October 2024

To be reviewed: October 2025