

Lutton St Nicholas School Information Report

Lutton St Nicholas School values the abilities and achievements of all its pupils and is committed to providing each pupil with the best possible environment for learning. We recognise that many pupils will have special needs at some time during their school life. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers, support staff and pupils working together.

Our aim is to provide a creative and secure environment where each child can progress to their full potential and broaden their experience of learning into areas of personal excellence.

An important part of this is that the children, parents, governors and staff work together as members of a team. In this way, your child will be able to build positive relationships with several different adults and this will help them to become fully engaged with the exciting process of learning.

THE AIMS AND VALUES OF THE SCHOOL

TO:

- have high standards for everyone
- promote effective learning and teaching
- provide a positive, stimulating environment
- promote a caring and sharing atmosphere within the school
- educate the whole child at the appropriate level
- encourage self-discipline, independent learning and self-reliance
- generate self-worth and respect, and tolerance for others

To achieve these aims the school will provide:

- skilled teachers and support staff
- appropriate resources
- support from all stakeholders
- opportunities for learning beyond the curriculum
- effective monitoring of the school's provision
- appropriate evaluation of, and response to, national and local educational initiatives

As of September 2014, all schools will be required to publish details of its school offer, detailing support for pupils with special educational needs and/or a disability to compliment the Lincolnshire LA Local Offer. Below are details of the current school offer at Lutton St Nicholas School.

The SENCo at our school is Mrs Lorraine White and she works across both schools within our Federation.

Contact details: 01406 363392

Lutton St Nicholas School Local Offer

What is Special Educational Needs (SEN)?

Special Educational Needs as defined in the Code of Practice 2014 states 'A child has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

The school has a policy (see policies) for supporting children with special educational needs which is revised every year. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable.

What is a SEND register?

As a school we have a list of children who are receiving SEND (D is for Disability) support whereby their 'learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age' (Code of Practice 2014). This list or register as it is officially known also holds information about when the child was first identified as having SEND, what area of SEND this is under and if any outside agencies have been involved.

Where a pupil is identified as having SEND we will endeavour to put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles to match interventions to the SEND of children and young people. Where children are on this graduated approach, children will be issued with a pupil passport whereby targeted outcomes will be explicit and strategies both in school and outside of school are mentioned.

In addition to this data is reviewed termly to see how much progress each child with SEND is making. If outstanding progress has been made due to the support a child has received a child may come off the register.

What is a Pupil Profile?

Children who are on the Special Needs and Disabilities register will have Pupil Profiles with targets set by the class teacher.

Parents/carers are encouraged to contribute in supporting their child as well as sharing and giving their ideas for future targets. These are reviewed at least three times a year and parents are invited to these reviews. Children are also encouraged to develop their own targets when reviewing these

Who are the best people to talk to if I have concerns about my child?

Class Teacher - Initially you can contact your child's class teacher who is responsible for checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the SENCo know as necessary.

SENCo (Mrs Lorraine White) – who is responsible for coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. Ensuring that you 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. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

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

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

How do I get a diagnosis?

Pupils will only receive a diagnosis if they have a specific learning difficulty such as Dyslexia or have a medical need. Pupils do not receive a 'diagnosis' of special educational needs. The SENCo, in agreement with the Head Teacher, 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. (See 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 or Dyscalculia, the SENCo can make a referral to a Specialist Teacher from a team called the 'Specialist Teaching Service' (STS).

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) based at the Johnson Community Hospital. 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.

What is an Educational Health Care Plan?

From September 2014, 'Statements' were replaced by 'Education, Health and Care Plans'. This document outlines a pupil's special

educational need and the support that the school needs to put in place to help them, but it is a much more child friendly document, based around the pupil and their family.

How will I know if my child needs an Educational Health Care Plan (EHCP)?

You will need to discuss your concerns with the SENCo, who will advise you whether your child needs an EHCP. Only pupils with significant special educational needs will be considered and only once the school has exhausted its provision and outside agency support.

How are the teachers in school helped to work with children with a SEND and what training do they have?

- The SENCos job is to support the class teacher in planning for children with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Who are the other people providing services to children with an SEN in this school?

Various agencies can be involved with your child depending on their needs some of these include:

Cognition and Learning (Learning Needs)

Educational Psychologist (STAPS) - Assessed or observed within the school setting to provide advice about educational needs

Communication and Interaction (Speech and Language)

Speech and Language Therapy Service (SALT) - Pupils can be seen either by appointment at the hospital or assessed within the school setting

Social, Emotional and Mental Health

Child and Mental Health Service (CAMHS) - Support can either be provided by a paediatrician or by a more locally based team within the school

Social and Communication (including Autism) Outreach Service - Observed within the school setting to provide advice about social, communication or behavioural needs

Medical, Physical and Sensory Needs

Community Paediatrics (NHS) - They provide medical advice and can diagnose specific difficulties such as ADHD and Autism. Pupils would be seen by appointment at a local hospital.

Physiotherapist - The SENCo cannot refer directly to this service, but a referral can come from a GP or Paediatrician

School Nursing Team - They can provide advice within their 'Welldoc' clinic, within the family home or within the school setting

Where a pupil has lots of outside agency involvement, the SENCo may suggest using a service called 'ESCo' (Early Support Care and Co-ordination), a team which will lead and organise the many agencies supporting the family.

How will the teaching be adapted for my child with SEND?

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.

Especially trained support staff can adapt the teachers planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted daily if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

At Lutton, we collect data in November, January, March, May and July. If we consider that any child needs extra help or support we have a range of different strategies, as follows:

- **Intervention:** Interventions are used when children fall below target in their learning. We recognise that this can be for several different reasons but a short, intensive programme of targeted support; usually lasting no longer than 6 weeks, often proves to be effective.
- **Pupil Profile:** Where children experience more significant challenges in their learning, with the consent of parents, school will raise what is known as a Pupil Profile. A Pupil Profile will detail how the school intends to support the child, the expected outcomes, methods of teaching and any adaptations that might be required to the curriculum.
- **Education, Health and Care Plan (previously known as a statement):** This is for children with the most profound learning, physical or behavioural needs and will trigger additional 1:1 support that is funded by the Local Authority.

Detailed records of the child's achievements and programmes of work are kept, and parents will always be consulted.

What support do we have for you as a parent of child with a SEND?

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 SENCO 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 discussed with you with the person involved directly, or where this is not possible, in a report.

Pupil Profiles will be reviewed with your involvement each term.

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, if it has been agreed to be useful for you and your child.

How accessible is the school?

Our school is on one level however there are steps into classes 3 and 4 to access the mobiles. We ensure that equipment used is accessible to all children regardless of their needs. After school provision is accessible to all children including those with SEND. Extra-curricular activities are accessible for children with SEND.

How will we support your child when they are leaving this school? Or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO 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; a planning meeting will take place and all IEPs will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on, then it will be made for them.

In Year 6: The Y7 transition members of staff from the local secondary schools liaise with the Y6 teacher and if necessary a teaching assistant from school can accompany children on their visits.

Local connections

Our school is part of a collaborative partnership with 6 local schools and is also part of the South Holland Cluster group where SENCo's meet regularly to offer advice, support and training opportunities.

The local authority's local offer

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel>

If you require any further information, please do not hesitate to contact the school where an appointment can be made, or further advice given.

Jargon Buster

SEND – Special Educational Needs and Disabilities

SENCo – Special Educational Needs Coordinator

SALT – Speech and Language Therapist

EP – Educational Psychologist

STS – Specialist Teaching Service

CAMHS – Child and Mental Health Service

TA – Teaching Assistant

EHCP – Education, Health and Care Plan