**ST PETER-IN-EASTGATE INFANT SCHOOL**

**SEN SCHOOL OFFER**

At St Peter in Eastgate C of E Infant School we believe that all children should receive a broad and balanced curriculum. We recognise that some children will need additional support and structure within a differentiated curriculum, in order to achieve their full potential.

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

1. Talk with your child’s class teacher

**2**. Together you will decide on a plan of action. Support will be put in place and its impact closely monitored

**3**. The Special Needs Co-ordinator (SENCo) will be informed and if appropriate, your child will be placed on the Special Needs register.

**4.** Targets will be set for all parties to support your child. An outside agency may be requested to provide additional expertise.

**Mrs B Keshmiri**

Teaching Assistant including SEN

**Miss J Love/Mrs H Pennell**

SEN Teaching Assistant

**Mrs L Hammond and Mrs E Chenh** SENCO

**Mrs L Armstrong/Miss C Mason/Mrs H Pennell**

SEN 1:1

Mrs J Hall

Teaching Assistant including SEN

**Mrs K Richardson**

SEN Governor

**2. How will St Peter in Eastgate Infant School respond to my concern?**

1. Initial concerns may be discussed by means of informal chats with the teacher or more formal discussions at parents’ evenings.

2. A further meeting may take place, with or without the SENCo, dependent upon the needs of the child.

3. Assessments or observations may be requested by external agencies to support with setting suitable targets.

4. A plan will be created, including specific targets for your child.

5. The plan will be shared with pupil, parents and supporting adults to discuss how your child will be supported in reaching their targets.

6. The targets will be reviewed with pupils and parents within 3 months or when targets are achieved if this is sooner.

**3. How will St Peter in Eastgate Infant School decide if my child needs extra support?**

We make this judgement based upon methods which include:

* Liason with parents/carers prior to the child starting school.
* Liason with the previous school/s prior to the child transferring to our school.
* Adult observations over a period of time (e.g. by teachers, assistants and midday supervisors).
* Monitoring data (children’s attainment and progress is collected and analysed at least half termly.
* Concerns raised by parents.
* Pupil discussions (e.g. if they find something challenging, whether it be academic, communication, social, emotional, behavioural, physical or sensory)
* Liason with external agencies, including health diagnoses through a paediatrician.

**4. What will St Peter in Eastgate Infants school do to support my child?**

Once targets are set, it will be made clear how your child will be supported in attaining them. This will include Quality First teaching by their teacher in their classroom, differentiated according to their ability and targets. Further targeted support may be provided from Teaching Assistants as well as other teachers or support workers. This may take the form of individual or small group support and/or intervention sessions. This will have been conveyed to parents at the target planning stage. The process of providing support is cyclical in nature and constitutes four aspects:

**ASSESS**

* Observations – both immediate and over time
* External agency assessments
* Formal assessments (e.g. phonics, reading, spelling, unaided writing and maths)
* The four broad areas of need are identified as:
	+ Communication and learning
	+ Cognition and learning
	+ Social, emotional and mental health
	+ Sensory and/or physical needs

**REVIEW**

* Parents will be invited to meet with their child, class teacher and/or SENCo to review targets at least 3 times per year.
* A review meeting will hear the voice of parents, child and staff regarding progress against the targets.
* Helpful and less successful strategies will be identified.
* Next steps will be discussed to identify if continued or different support is required as well as what the next smart targets should be.

**PLAN**

SMART targets are created using information gathered from the assess stage. They may be based upon National Curriculum expectations or PIVATS (pre National Curriculum P scales) as appropriate.

Academic targets could include:

* Speaking (pronunciation, comprehension and the use of vocabulary)
* Listening (understanding and following instructions)
* Reading (decoding, comprehension and inference)
* Writing (blending graphemes, sentence construction, punctuation)
* Maths (number recognition, counting, basic number facts)
* Attention (focusing on a task)
* Interacting and working with others
* Independence (working without adult support)



**DO**

A range of strategies and approaches may be used to help your child achieve their target, including:

* In-class support (adult support to assist with following instructions and completing tasks)
* Small group support (within or outside the classroom, where peers can be guided but additionally support each other using their individual strengths)
* 1:1 support (within or outside the classroom, where focused individual support for specific targets may be more appropriate)
* External agency support (usually 1:1 as needed e.g. for speech and language support)

Each intervention is managed and monitored by the SENCo .

**5. Who will support my child in St Peter in Eastgate Infants School?**

Many people may be involved in providing support for your child. These may include:

|  |  |
| --- | --- |
| Who? | How and Why? |
| **Class Teacher** | Sets targets based on your child’s needs.Delivers Quality First TeachingWill be ultimately responsible for ensuring that the intervention is provided and its effectiveness is monitored. |
| **SENCO:**Mrs L HammondMrs E Chenh  | To support with effective target setting. Monitors the effectiveness of intervention groups.Analyses data to monitor progress and attainment.May complete referrals to agency support, including writing letters of your child’s need to GP’s.Will lead review meetings and complete relevant paperwork.Will lead EHCP annual reviews and liaise with parents and SEND Caseworker |
| **Classroom support:**Miss J Love/ Mrs L Armstrong (YR)Mrs J Hall (Y1)Mrs T Keshmiri (Y2)Miss C Mason (Y2) | Day to day support within the classroom with in- class tasks (maybe 1:1 or in a small group)May provide additional intervention, e.g. handwriting, additional reading, basic maths practise, precision teach, scaffold social communication skills, carry out gross and fine motor interventionsWork as directed by the teacher to support the targets set. |
| **SEN support:**Miss J Love Mrs T KeshmiriMrs J HallMrs L Armstrong Miss C Mason | May provide support for reading, spelling, memory games, structured programmes (e.g. Beat Dyslexia, Marvellous Max, Toe by Toe), either through 1:1 or small group work.Directed by the teacher and SENCO to support the targets set. |
| Midday supervisors | 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).Directed by the teacher and SENCO to support the targets set. |
| Additional agency support | See section 7 for detailed list.May complete assessments or observations to support with further details regarding your child’s need.Will support with target setting.May be involved in the review process and deciding next steps. |
| **SEND Governor:**Mrs K Richardson | Overseeing the provision for SEN. |

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

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| --- | --- |
| **Mrs J Marshall (Head Teacher)**  | Safe Guarding Coaching and mentoringInc. all below |
| **Ms E Mehrik ( Senior Leader)** | National SENCo Award (Masters level)Safe Guarding Coaching and mentoringInc. all below  |
| **Mrs L Hammond (SENCO)****Mrs E Chenh (SENCO)** | Currently undertaking National SENCO Award (Masters Level) Senior Mental Health LeadAttend SENCO cluster meetings for recent SEN updatesCPD in Autism Awareness, Mental Health and Wellbeing, First Aid, Use of Epi Pen, Diabetes  |
| **All staff have been trained in:*** First Aid
* Epi Pen use
* Diabetes
* Team Teach
* AET Autism Awareness Training
* Precision Teaching

The SENCO also provides opportunities for staff to access online CPD events specific to individual need.  |

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

These are some of the current external agencies we use to support your child if needed:

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| --- | --- |
| **Agency** | **Support available** |
| **Lincolnshire Psychology Services** | Assessment for learning; personal, social and emotional needsObservationsTarget settingSupport with SEN adminTraining for staff |
| **STT – Specialist Teaching Team** | Direct specialist teachingAssessments to identify dyslexia Assessments to identify need/access arrangementsTraining for staffParental liaison and workshopsSENCO support  |
| **Speech and Language Therapy** | Assessment of speech difficulties and language acquisitionDirect teaching and support |
| **Working Together Team** | Observations to support children with social, communication difficulties including those with AutismTarget settingSensory assessments Parental workshopsStaff training  |
| **Healthy Minds Lincolnshire**  | Designated Education Mental Health PractitionerWhole class workshops Small group workshops1:1 sessions Staff Training  |
| **CAMHS Learning Disability Service** | AssessmentsBehaviour management advice and interventions1:1 support with child and familyTelephone consultationsSchool consultation Parent support program |
| **School Based Family Support Worker** | Making home visits to support with issues impacting on your child and the family and encourage attendance.Supports in early identification of additional need and facilitates communication with school prior to starting school |

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

Pastoral and social support:

* PSHE (Personal, Social and Health Education) is taught through a whole school approach and individual lessons using Jigsaw. Promoting speaking, listening, empathy, working together, turn taking and following social rules.
* 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.
* All child protection issues will be reported to Julia Marshall (Head Teacher) or Esther Mehrik (Senior Leader).
* We have a clear and positive behaviour policy which is adhered to by all staff (available on the school website).
* Adults are mindful and will raise a concern to the appropriate person if they feel more support is needed.
* School has a senior mental health lead and we work closely with our designated mental health professional who delivers whole class, small group and individual workshops.

 **Medical needs**

* If your child has specific medical needs then please contact either their class teacher or the SENCO so appropriate plans can be put into action.
* If needed a ‘Health 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 your child.
* If your child requires ongoing medication, please contact the school office and complete a medicine administration form.

**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:

**ASSESS**

Your child will be observed by the adults involved and any external agency support to understand the nature of the difficulty, e.g. attention, anxiety, aggression.

**PLAN**

* Targets will be created with parents and the pupil.
* These will be specific, measurable, achievable, realistic and time-related (i.e. SMART) and focus on priority need .

**REVIEW**

* Progress will be reviewed against the targets after 6 weeks (or as specified) with pupils, parents and the adults involved (including agency support).
* Next steps will be agreed.

**DO**

**I**nterventions will be put in place that are shared and taken on board by all adults involved (including specific language to be used/not used).

If behaviour issues continue despite intervention, a multi-agency meeting (including all adults and agencies involved) will be arranged to discuss next steps to avoid exclusion.

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

* Your child will be welcomed in review meetings. They will be asked for their thoughts regarding their progress towards their targets, what strategies have worked well and what they think they may need support with next. They may like to share something they are proud of that shows how they have progressed.
* Some children may not want to be physically involved but may like to offer some work they are proud of, or record what they are thinking and how they feel.

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

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

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| **Using ICT to record**e.g. using speech to text app; alternatives to writing | **Using ICT to support learning**e.g. basic skills apps; phonics; maths | **Using drama techniques**e.g. using hot seating, freeze framing | **Using thinking skills**e.g. making links between learning in different contexts |
| **Using concrete apparatus**e.g. practical resources in maths (numicon, cubes, 100 squares); magnetic letters for spelling | **Use of seating for learning**e.g. careful positioning on the carpet/at tables; position near an adult | **Using of talking partners**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 age and gender; mixed ability dependent on the subject | **Use of responsibility**e.g. representing the class; being a monitor or special helper | **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 topic and theme days**e.g. immersive learning in a focus topic, e.g. famous people, a religious festival |

**11. What opportunities will there be for me to discuss my child’s achievement? How will I know how well my child is progressing?**

We pride ourselves on our positive relationship with our parents as we understand you know your child best. Opportunities for feedback include:

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| --- | --- | --- |
| **Opportunity** | **Details** | **Frequency** |
| Review meetings | Review of targets and celebration of progress made. Time to gather child and parent views. | At least 3 times per year. |
| EHCP Reviews  | Review of needs and outcomes as detailed in the educational health care plan. Child’s and parents views gathered. Multiple agencies may be in attendance. | Annually or more if needed. |
| Agency assessment or observation feedback  | To feedback an assessment report or observation either by the agency or the SENCo.If these are completed close to the review meetings, then feedback may be during this time. | Dependent on the need for the agency involvement. |
| Parent evenings | If your child’s targets directly relate to the classroom, e.g behaviour or attention, then these may be discussed during parent evenings. | One is offered in each of the Autumn, Spring and Summer terms. |
| General teacher feedback | If your child’s teacher has 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 **manageable** 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. An appointment can be made by contacting the school office on 01522 526280, speaking to your child’s class teacher at home time or by contacting them via Seesaw.

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

We carefully track all of our children’s progress and attainment 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 levels
* Pre-Key Stage Standards and P Scales (PIVATs) – steps before the National Curriculum for children in Year 1 and above
* Early Learning Goals – for children working within the Foundation Stage
* Reading and spelling age assessments
* Standardised assessments (completed by Specialist Teachers and Educational Psychologists) – giving us a clearer picture of areas of strength and development against children nationally
* Assessment within the classroom, using thumbs up/down, self-assessment against targets, use of talking partners to share ideas.
* Individual targets – through a personalised plan

**13. What if my child is still not making expected progress?**

**Education, Health and Care Plan**

If a child’s needs cannot be reasonably met with the resources readily available to us as a mainstream school they may require an Education, Health and Care needs assessment. Or your child may already have an EHCP. In this case, the school will consult with families and the local authority to ensure that the needs of the child can be met within school. Provision may include the same approaches outlined above. In addition, the school will work with other agencies and may offer some of the provision outlined here…

* Enhanced adult support will be carefully planned and targeted to ensure that individual strategies and interventions are delivered as prescribed or advised by specialists.
* Access to a parallel curriculum that outlines a bespoke learning pathway adapted to the child’s individual profile of need.
* Access to a sensory diet that is planned alongside the Working Together Team.

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

We frequently use educational visits 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 within our risk assessments. 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.

Before and after school care is provided by Westgate Junior School. Sessions are available 7.45-8.40 a.m. and 3.30 - 6 p.m. with children being walked safely between the two schools.

**15. How accessible is the school environment?**

Our school is a Grade II listed building and as such we are restricted with many adaptations. However, we will make any reasonable adjustment we can and are permitted, to ensure the environment is accessible to our pupils.

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

* Reception class teachers visit the nurseries to meet your child.
* We receive and use relevant paperwork from the nursery or any other setting, e.g. your child’s learning journey, any SEN or medical information.
* Our Family Support Worker visits the home to meet the child in their home setting.
* We arrange for your child to make two visits in the summer term before their September start.
* We offer an information meeting with your child’s class teacher before they start school.
* Two further information meetings are offered in September to explain the Reception / Early Years Foundation Stage (EYFS) curriculum and answer any particular questions.
* Family learning opportunities are offered to further equip parents to support their child.
* The SENCo communicates with Agencies already involved with your child, e.g. Speech and Language therapists to discuss their targets.
* Once children begin in Reception, if a review highlights that the child has need, transitional, reduced hours can be discussed.

**Transition** between year groups also takes place:

* Information is shared between class teachers (including paperwork, successful strategies).
* Classes have two ‘bump up’ days in order to meet their new teacher and experience their new environment.

**Entry mid-year** also involves:

* Buddying with another classmate.
* Continued sensitivity by all staff to the child facing new experiences.
* Confirmation to parents of how their child is settling in.

**17. How will school prepare and support my child to transfer to junior school?**

We understand the transfer to junior school can be a daunting time for everyone and maybe even more so if your child has SEN. We will support you and your child by:

* Organising agency support for transition, e.g. Acorn Behaviour Service, The Working Together Team.
* Provide information about the needs of your child to their transferring school through face to face meetings, paperwork, emails, etc
* Complete transition booklets, if needed, to support your child in becoming familiar with the new routines of the school, e.g. photos of the classroom and key members of staff.
* Organise additional visits to the school.
* Invite the SENCO’s from the junior schools to come to the last review meeting.

**18. 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, gross and fine motor skills, handwriting etc.
* Useful websites and apps.
* Strategies for reading, e.g. pre-reading as well as reading to and with your child, as well as access to e-books with further strategies and comprehension support.
* Specific advice from an external agency – for example, games, organisational strategies (e.g. visual timetables) and behaviour management strategies.

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

Useful organisations include:

|  |  |  |
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| **Organisation** | **Telephone** | **Website** |
| Family Lives  | 0808 800 2222 | [www.familylives.org.uk](http://www.familylives.org.uk)  |
| PAACT (Autism Support) | 01522 581915 | <http://www.paactsupport.com/>  |
| Lincolnshire ADHD Support Group | 01522 508373 | <https://www.nhs.uk/services/service-directory/lincoln-adhd-support-group/N10499393>  |
| Family Action | 0808 8026666 | <https://www.family-action.org.uk/>  |
| Lincolnshire Centre for Grief & Loss | 01522 546168 | <http://www.lcgl.org.uk/>  |
| Liase SEND Information Advice and Support Service in Lincolnshire  | 0800 1951635 | liase@lincolnshire.gov.uk  |
| IPSEA- Independent Provider of Special Education Advice | 01799 582030 | <https://www.ipsea.org.uk/contact-ipsea>  |
| Lincolnshire Parent Carer Forum | admin@lincspcf.org.uk | <https://www.lincspcf.org.uk/>  |
| Young Minds- Mental Health Support  | 0808 802 5544 | <https://www.youngminds.org.uk/>  |
| Healthy Minds Lincolnshire  | 0800 234 6342 | <https://www.lpft.nhs.uk/young-people/lincolnshire/young-people/i-need-more-help/healthy-minds-lincolnshire>.  |

The Lincolnshire County Council Local Offer can be found at:

<https://www.lincolnshire.gov.uk/childcare-and-family-support/special-educational-needs-and-disabilities/send-local-offer/>

This contains information regarding the SEN provision across the county.

**20. 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
* The SENCO’s Mrs E Chenh or Mrs L Hammond, in person or via email at lisa.hammond@st-peter-in-eastgate.lincs.sch.uk or Elizabeth.chenh@st-peter-in-eastgate.lincs.sch.uk