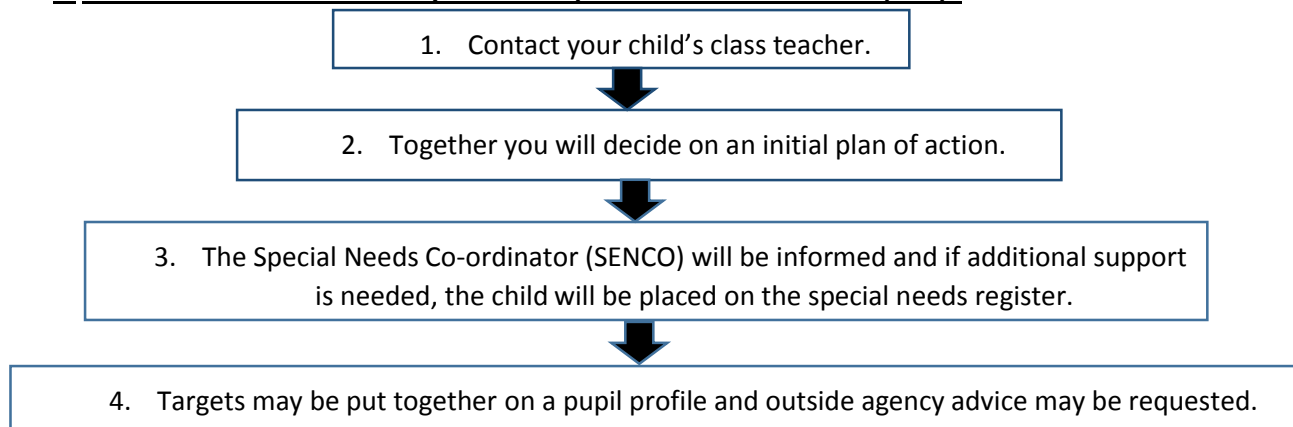


## Ling Moor Primary Academy SEND Information Report

This report allows parents and carers to understand exactly what our academy can offer children with special educational needs and disabilities. It outlines the systems and provision which can be available and is intended to help parents understand how their child and family will be supported.

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



Alison Taylor

SENCO



Jill Goddard

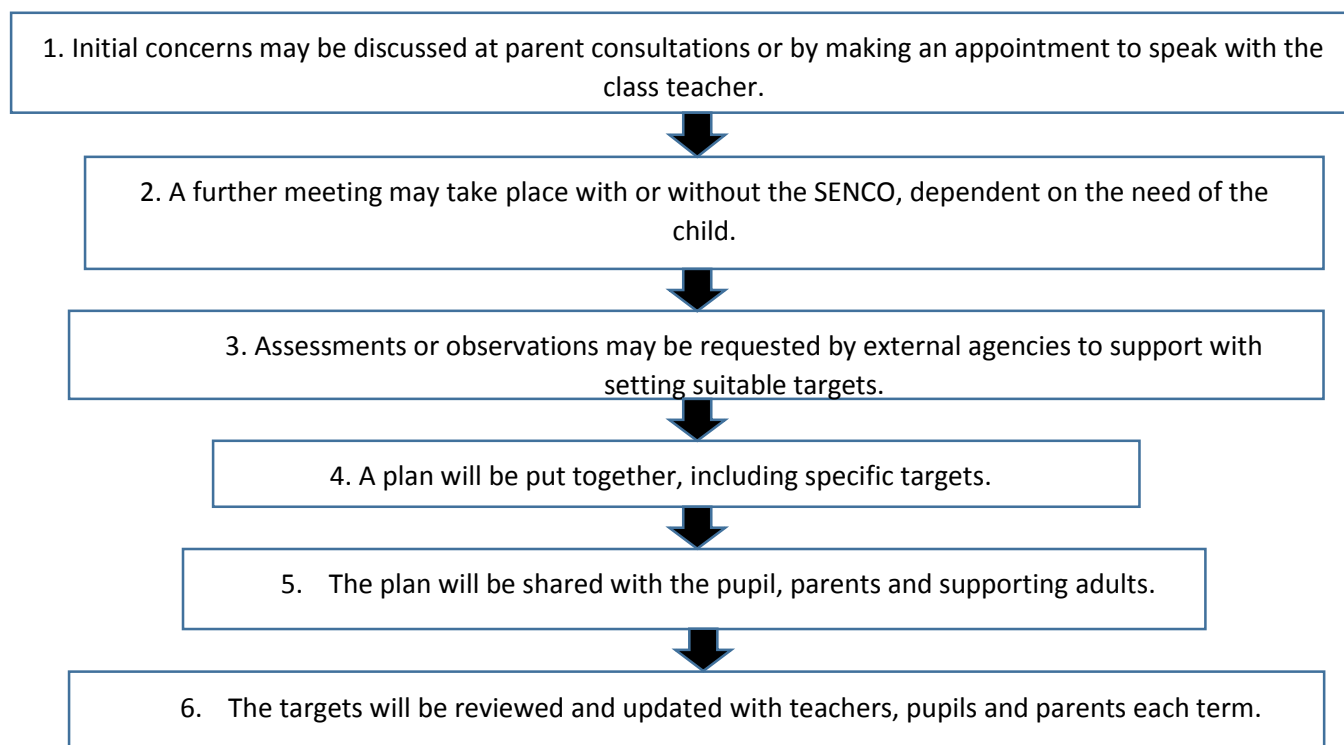
SEN Teaching Assistant



Matt Clayton

SEND Governor

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



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

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

- Adult observations over a period of time by the SENCO, class teacher, teaching assistants and midday supervisor.
- Monitoring academy progress data which is collected and analysed each half term.
- Pupil discussions to determine if they find something challenging or enjoyable. This could be in the area of communication, learning, social, emotional or physical development.
- Parent and staff discussions.
- Standardised assessments and specialist advice.

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

Appropriate targets will be set and progress monitored by the class teacher with support from the SENCO, teaching assistants, other teachers or agency support workers. The process for providing support is:

#### **ASSESS**

This could be through formal data collection from:

- Guided reading
- Unaided writing
- Half termly tests
- Agency assessments (See section 7)

This could be informal through:

- Observations over time
- Agency observations (See section 7)



#### **REVIEW**

Targets will be reviewed every 6 weeks with the pupils. Parents will be invited in for reviews every term, but please contact your class teacher at any time. The reviews will:

- Evaluate progress against the targets.
- Decide what is working well, what is not working well and what needs to happen next.
- Next steps – is further support still required? Do we need to increase or change intervention? Do we need to involve agency support? What are our next targets? Are there new factors to consider?

#### **PLAN**

Smart targets are created using the information collected.

Learning targets could include:

- Speaking (Pronunciation, understanding and using vocabulary.)
- Listening (Understanding vocabulary and following instructions.)
- Reading (Decoding, fluency and comprehension.)
- Writing (Sentence construction, composition, grammar and spelling.)
- Maths (Number recognition, counting, basic number facts and operations.)
- Interacting and working with others (Playing games and working in groups.)
- Independence and organisation (Equipment, belongings and managing a task.)
- Attention (Focusing on a task.)

#### **DO**

A range of different support helps children to achieve their targets.

- In class support – additional adults to encourage learning using SEN resources and strategies.
- Small groups – may be inside or outside of the class.
- Individual support – encouraging focus, participation and developing independence.
- Agency support – usually done on an individual basis with a specialist outside agency (see section 7).

The level of support is in relation to the level of need.



Intervention timetables detail the provision of:

- The current intervention for communication, learning, social, emotional and physical development for each year group.
- Outside agency support and advice.
- The responsibility for delivering the intervention.
- When and how often the intervention will take place.
- Assessment data to track the effectiveness of the intervention.

These intervention timetables will be updated every half term.

We offer a range of provision including structured and evidence based interventions. We also receive advice from specialist outside agencies.

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical Need.
Catch Up Intervention. <i>(Numeracy and literacy.)</i> Beat Dyslexia. <i>(Reading, spelling and handwriting.)</i> Accelerate, <i>(Memory, spelling and handwriting.)</i> Toe by Toe. <i>(Phonics.)</i> Power of 2. <i>(Numeracy.)</i> Cracking Comprehension. <i>(Reading.)</i> Structured reading schemes. Support from Specialist Teaching Team (STT). Educational Psychologist (EP).	Talk time. <i>(Encouraging the use of vocabulary.)</i> Colourful Semantics <i>(Visual support for sentence structure.)</i> The Big Book of Ideas. (Language development.) First Call resource. Support from Speech and Language Therapy (SALT). Working Together Team (WTT) providing social communication outreach.	Nurture groups <i>(using circle time, stories and games to promote positive interactions and managing feelings)</i> Social club: Board games and jigsaws. <i>(Small group friendship support) Circle of Friends (promotes inclusion)</i> Support from counselling services. Access to Behaviour Outreach Support Service (BOSS). Access to CAMHS advice line.	Specialist programmes. Intimate care. Fine and gross motor skills plans. <i>(Scissor skills, core strengthening exercises, handwriting.)</i> First Move resource. Support from physiotherapist (PT) and occupational therapy (OT.) Support from STT and school nurse. St. Francis specialist outreach. Sensory Education Support Team (SEST) for children with visual or hearing impairment.

## **5. Who will support my child in school?**

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

Who.	How and Why.
Class Teacher	Works collaboratively with the parents and child to set appropriate targets and intervention to meet the needs of the child and ensure progress is made. Liaises with the SENCO for advice on strategy and resources.
SENCO (Alison Taylor)	Supports parents and class teacher to identify targets and next steps. Monitors provision effectiveness through assessment and progress tracking, using data systems and intervention timetables. May complete referrals for outside agency support or paediatric appointments. Organises and leads review meetings and completing all relevant paperwork.
Teaching Assistant in class.	Generally supports within the classroom to foster learning by following the planning and direction of the class teacher. Gives feedback to inform future planning.
SEND Teaching Assistant (Jill Goddard)	Delivers additional support for literacy, numeracy and memory through structured programmes. Coordinates the Catch Up intervention. Works collaboratively with the SENCO and class teacher to inform and support the targets set.
Individual Support Assistant.	Provides learning and development support for children with an Education and Health Care plan (EHCP).
Midday supervisor.	Monitors and supports personal, social and emotional needs of children through playground games, initiating play or monitoring progress in a specific area, such as forming friendships. Directed by the teacher to support the targets set.
Specialist outside agency.	See section 7 for detailed list May complete assessments or observations to determine further details regarding the child's level of need. Involved with target setting, the review process and deciding next steps.
SEND Governor	Overseeing and challenging the provision for SEND within the academy.

**6. What training and experience can staff offer to additionally support my child's needs?**

John Sisman (Head Teacher)	Designated safeguarding lead. Positive handling training. Tier 3 ASD Leadership Training (AET).
Alison Taylor (SENCO)	Deputy designated safeguarding lead. Positive handling training. Masters in SEN and Inclusion. National SENCO Award. PG Dip Autism (children). Previous Autism Outreach Teacher. Tier 3 ASD Leadership Training (AET).
Jill Goddard (SEN Teaching Assistant)	Nursery Nurse Education Board. ELKLAN speech and language qualification. Catch Up Intervention. Counselling. Positive handling training. Solution Focused Coaching.
Helen Hinson (Teaching Assistant)	CHESL qualification in Autism (Level 4). Transition support to secondary school. Positive handling training. Mental Health in Children and Young Adults.
Karen Herbert (Teaching Assistant)	NVQ level 3. Catch Up Intervention. Counselling.
Julie Parkinson (Teaching Assistant)	Tier 2 in Autism. (AET) Counselling. Medical training for diabetes and cystic fibrosis. Mental Health in Children and Young Adults.
Julia Taylor (Teaching Assistant)	Higher level Teaching Assistant. Previous manager of a nursery with SENCO role. Positive handling training. Counselling for ASD. Foundation in play therapy. Talk time. Mental Health in Children and Young Adults.
Fiona Lendon (Teaching Assistant)	ELKLAN speech and language qualification. Talk Time. Foundation in play therapy. Paediatric first aid. Mental Health in Children and Young Adults.
Nichola Malia (Teaching Assistant)	Higher level Teaching Assistant. Catch Up Intervention. Solution Focused Coaching. Positive handling training. Mental Health in Children and Young Adults.

Suzanne Kennedy	Tier 2 ASD. SEN level 3 Dyslexia certificate. Moving and Handling training. Mental Health in Children and Young Adults.
Janet Fenton	Autism Champion. Nursery teaching qualification. ASD Eklan communication qualification. Mental Health in Children and Young Adults.
Elena Kosheleva	Early Bird Plus Autism training. Tier 2 in Autism (AET). Mental Health in Children and Young Adults.
Vanessa George	Moving and Handling training. Mental Health in Children and Young Adults.
Kevin Robinson.	Tier 2 in Autism. (AET) Positive handling training. Solution Focused Coaching. Boxhall Profile Training.
Rebecca Whitworth	Tier 2 in Autism. (AET) Mental Health in Children and Young Adults.

All staff members have had training for:

- Safeguarding
- Understanding and supporting well-being
- Tier 1 awareness in Autism. (AET)  Dyslexia awareness and support strategies.

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

We are sometimes able to access a range of external agencies to provide additional support:

<b>Name</b>	<b>Agency</b>	<b>Time in school</b>	<b>Support available</b>	<b>Age of children</b>
	Educational Psychology	6 Hours	Assessment for learning, personal, social and emotional needs. Observations and advice.	All ages
Alison Priestley	Specialist Teaching Team	½ a day.	Assessment for learning difficulties including the identification of dyslexia. Advice on strategies to address the identified need.	Year 2+  All ages
	Behaviour Outreach Support Service.		Observations to support with understanding personal, social and emotional difficulties.	All ages
Jeri Yap	Speech and Language Therapy		Assessments of speech difficulties and language acquisition. Specialist programmes.	

Adele Sheriff	Working Together Team. Social communication outreach		Observations to support children with social, communication difficulties including those with Autism Target setting	All ages
Mo Watson	Counselling	Fortnightly	6 week blocks of 1:1 or small group counselling for children experiencing difficulties inside or outside of school. Confidence building groups.	All ages

We can also make referrals to:

- Paediatricians (up to the age of 7 – subject to at least 18 week waiting time)
- Family Action workers (to support with issues impacting on your child and the family)
- Child and Adult Mental Health Service (CAMHS) □ Education Welfare Service □ Visual Processing Clinic.
- We have strong links with the North Hykeham Children’s Centre which is attached to our school.

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

#### Pastoral and social support:

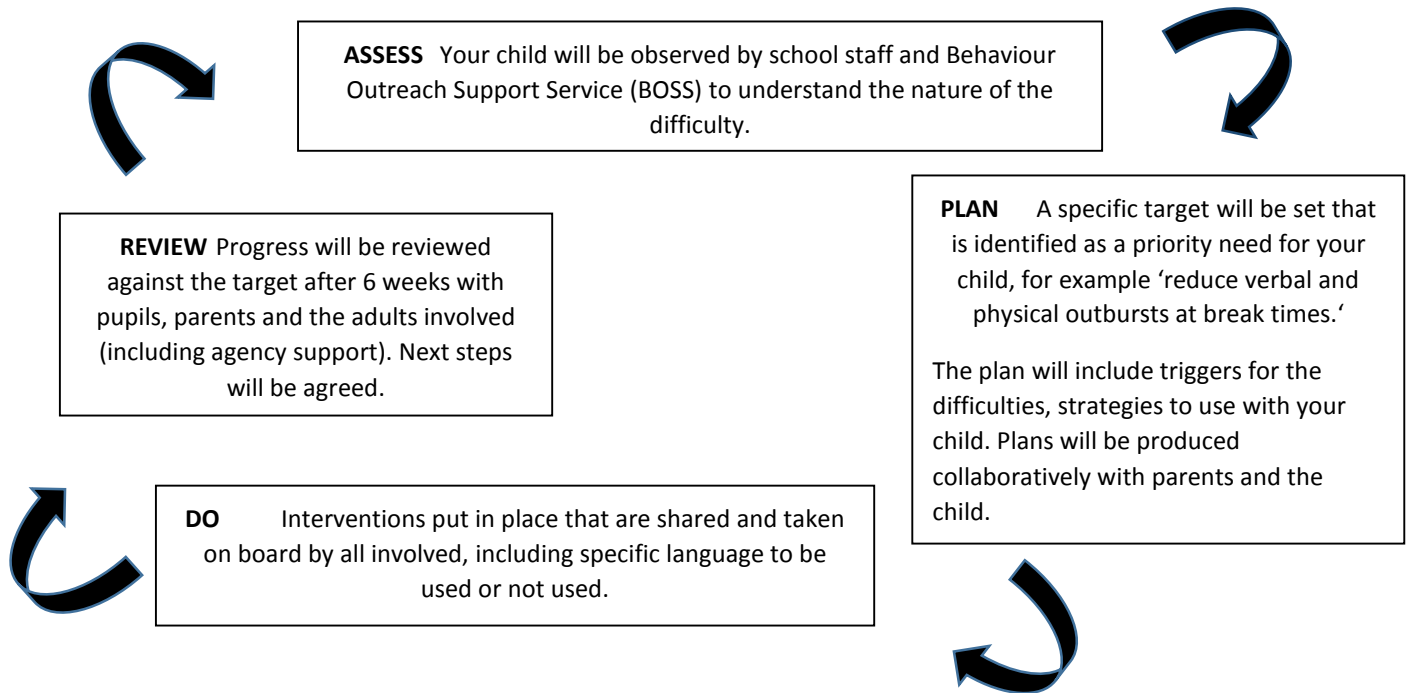
- Teachers, teaching assistants and midday supervisors build up strong relationships with children to support their emotional needs.
- Two children work as peer mediators in the Key Stage 2 classrooms to resolve issues between children on the playground. This is aimed as the first point of call for the children to take some responsibility to problem solve without adult intervention.
- All incidents are communicated to the relevant members of staff and recorded in the class behaviour book.
- All safeguarding issues will be reported to the Head Teacher.
- 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 is planned for in all classes. The content of this is dependent on the needs of the children. Stories, circle time and sharing experiences form a staple part of the group.
- Circle time happens in every classroom to promote speaking, listening, empathy, working together, turn taking and following social rules.

#### Medical needs

- If your child has specific medical needs then please contact either your class teacher or the 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, please contact the school office and complete a medicine administration form. All medicines will be stored in a locked storage box within the medical cupboard.

Support for behaviour (including attendance and exclusion):

When classroom interventions do not meet the needs of a child, it may be necessary to access additional support from a specialist outside agency. If your child has specific difficulties regarding behaviour, their personal support plan will follow the ASSESS, PLAN, DO, REVIEW process:



- If behaviour issues continue despite intervention, a multi-agency meeting (including all adults and agencies involved) may be arranged to discuss next steps to avoid exclusion.
- If concerns arise regarding your child’s attendance, an Education Welfare Officer may be asked to become involved as in accordance with the attendance policy available on the academy website.

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

Review meetings.	Your child will be asked for their thoughts regarding their progress towards their targets, what strategies have worked well and what they think they may need support with next.
Continuity of staff.	As much as possible, your child will be supported by the same adults so they can develop an effective relationship without becoming dependent.
Ongoing recording of views.	Your child’s view will be recorded throughout the interventions to judge their engagement and progress. This will inform future planning.
Use of social stories, comic strip conversations to support views.	These are written for individual children to help them understand how to manage their emotions or behaviours in a certain situation, for example, anxieties about coming to school, acceptable behaviour on the playground.



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

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

Strategies	Examples
Use of ICT to record.	Using speech to text apps. (Dragon Dictation.) Using presentation apps including Book Creator, Pages, i movie, Lego Movie creator. <i>These allow your child to access the learning but removes the 'physical writing' element.</i>
Using ICT to support learning.	Use of basic skills apps, including phonics and maths. (Nessy, Hairy phonics, Pop Maths, Find Sums, Multiples.) <i>These allow your child to practise skills in a visual and kinaesthetic way.</i>
Using drama techniques.	Using hot-seating where a child takes on the role of a character. Freeze framing. (Children freeze to portray a still scene.) Physical theatre (Children change the outcome of a scene.) <i>These activities will allow your child to express themselves verbally and work in groups with others.</i>
Using thinking skills.	Using metacognition to explore a situation. Using deeper level thinking without the need to write. High levels of scaffolded independence, interaction and involvement. <i>These activities help your child to make links between their prior learning and different contexts.</i>
Using concrete apparatus.	Using magnetic letters to support with spellings. Practical apparatus to support with maths. (Numicon, 100 squares, multiplication squares, counters.) <i>These will support your child to use visual and kinaesthetic learning to grasp basic concepts.</i>
Using seating for learning and talking partners	Sitting your child to interact with an adult. Sitting your child with supportive peer learners. Careful seating on the carpet to be near the teacher or gain a better view. <i>This will support your child to be engaged and provide opportunities for discussion, having a greater understanding of the learning.</i>

### **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 that you know your child best. Opportunities for feedback include:

Opportunity	Details	Frequency
Review meetings	As previously stated.	Every term.

Assessment or observation feedback.	A meeting to discuss feedback from an assessment report or observation, undertaken by the agency or SENCO.  Feedback may be given during an extended review meeting.	Dependent on the need.
Parent consultations	If your child's targets directly relate to the classroom, (For example, behaviour, attention, organisation) then these may be discussed during parent consultations.	Every 4 months.
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 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 be available to discuss any specific issues at an appropriate time. Please contact them to arrange a mutually convenient time. The best way to contact the teachers is through email. The format to the email is: [firstname.surname@ling-moor.lincs.sch.uk](mailto:firstname.surname@ling-moor.lincs.sch.uk)

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

We carefully track all children's progress across each term through the use of assessment data and 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.

- Assessment related to the curriculum delivered.
- Early Learning Goals – for children working within the Early Years Foundation Stage.
- Standardised assessments completed by the Specialist Teacher or Educational Psychologist. These give us areas of strength and development compared to children nationally.
- Assessment for learning – within the classroom, using thumbs up/down, self-assessment against targets, use of talking partners to share ideas.
- Individual targets – through a personalised pupil profile.
- Observation and professional judgement.

These help to identify areas to target and support with advice on how to move the child forward.

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

We frequently use educational visits and residential trips (In Years 2, 4 and Year 6) to enhance the learning in the classroom and make it 'come to life'. We will always include your child on a visit, ensuring any specific needs they have are taken into account with our risk assessment. If you wish to support your child during a visit, please contact your class teacher.

Our breakfast club and after school care is provided by Bubbles Day Nursery, please contact them with any specific issues on 01522 692000 or at [www.bubblesdaynursery.com](http://www.bubblesdaynursery.com)

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

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

- Ramp access to one classroom and via the main entrances
- A hygiene suite with toilet and physiotherapy bed
- Access to a range of ICT equipment (including Ipads)

### **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:

- Visit the nurseries to meet you and your child.
- Receive and use relevant paperwork from the nursery, for example, your child's learning journey and any SEN or medical information.
- Arrange 2 visits before your child starts school, including opportunities for your child to meet some of the children currently in Reception.
- Short visit days.
- Parents meet with the class teacher before their child starts school.
- Meet with key workers at nursery to discuss your child's individual needs.
- Organise 'getting reading for school peep' at the Children's Centre.
- 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), providing information about how the school runs and a chance to visit your child's classroom.
- Meet with agencies already involved with your child, for example Speech and Language therapist to discuss current targets.

Transition between year groups also involves:

- Sharing of information between class teachers. (Including paperwork and advice.)

- Class swap days where your child will meet with their new teacher.
- Parent drop in sessions 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 SEND. We will support you and your child by:

- Organising agency support for transition such as Dyslexia Outreach, Working Together Team.
- Provide information about the needs of your child to their transferring school through face to face meetings, paperwork and emails.
- Complete transition booklets to support your child in becoming familiar with the new routines of the school, for example maps, timetables and photos of key members of staff.
- Organise additional visits to the school.
- Invite the SENCO's from the secondary schools to come to the last review meeting of Year 6.

#### **17. How will I be involved in supporting my child?**

Parents are given a lot of practical ways to support their child's development in school and at home. We often give parents:

- Games for developing memory, spellings or maths.
- Useful websites and apps.
- Strategies for reading, for example reading to your child and then with your child, before they read to you.
- Specific agency advice, such as games and activities, organisational strategies (visual timetables or checklists) and behaviour management strategies to try at home and in the classroom.
- Letters to support referrals to Community Paediatrics.

Parents are always encouraged to support within school through:

- Donating spare time to listen to readers or help with spellings.
- Sharing your own talents, such as art, sports or career advice.
- Sharing your knowledge of your child through review meetings and parent consultations.
- Joining us to celebrate success at talent days, special assemblies, music events, craft afternoons and art exhibitions.

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

Information on **all services** in Lincolnshire for children and young people aged 0-25 with special educational needs and disabilities can be found at [www.lincolnshire.gov.uk/sendlocaloffer](http://www.lincolnshire.gov.uk/sendlocaloffer)

Organisation	Telephone	Website/Email
Lincolnshire County Council SEND Team		<a href="mailto:SENDenquiries@lincolnshire.gov.uk">SENDenquiries@lincolnshire.gov.uk</a>
Lincolnshire Children's Services	01522 782 111	
Liaise Information, Advice and Support Service.	0800 195 1635	<a href="http://www.liaise@lincolnshire.gov.uk">www.liaise@lincolnshire.gov.uk</a>
Lincolnshire Parent carer Forum.		<a href="http://www.lincspgf.org.uk">www.lincspgf.org.uk</a>
Independent Parental Special education Advice (IPSEA)		<a href="http://www.ipsea.org.uk">www.ipsea.org.uk</a>
PAACT (Autism Support)		<a href="mailto:paactsupport@hotmail.co.uk">paactsupport@hotmail.co.uk</a>
Lincolnshire ADHD Support Group	01522 539939	<a href="mailto:lincoln.adhd@btconnect.com">lincoln.adhd@btconnect.com</a>
EMC Services Equality for Minority Communities	01427 787190	<a href="mailto:emclincs@lincolnshire.gov.uk">emclincs@lincolnshire.gov.uk</a>
Family Action	01522 69010	<a href="mailto:lincoln@family-action.org.uk">lincoln@family-action.org.uk</a>
School Nurse, Fen House, Fen Lane, North Hykeham.	01522 502 010	
Lincolnshire Centre Grief & Loss	01522 546168	
Educational Psychologist helpline for parents	01522 554 673 (Tuesdays 1.30-4.00)	
The Working Together Team. Outreach for ASD.	Helpline Friday morning. 07881 646 220 07881 628 446	<a href="http://website.twtt.org.uk/">http://website.twtt.org.uk/</a>
North Hykeham Children's Centre	01522 694093	<a href="http://www.lincolnshire.gov.uk/OrganisationDetails.aspx?orgcode=1009368">www.lincolnshire.gov.uk/OrganisationDetails.aspx?orgcode=1009368</a> <a href="mailto:lynda.whitton@lincolnshire.gov.uk">lynda.whitton@lincolnshire.gov.uk</a>

The Lincolnshire County Council Local Offer can be found at:

[www.lincolnshire.gov.uk/sendlocaloffer](http://www.lincolnshire.gov.uk/sendlocaloffer)

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
- Alison Taylor (SENCO) – Mondays, Tuesdays and Wednesdays or via email at:

[Alison.taylor@ling-moor.lincs.sch.uk](mailto:Alison.taylor@ling-moor.lincs.sch.uk)