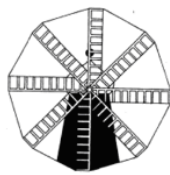


Heckington St Andrew's Church of England Primary School



SEND Information Report

We believe that Heckington St. Andrew's is a special place for your child to learn and grow and that by our whole school community living by the principles of respect, resilience, relationships, reverence and responsibility we will produce children ready for the next stage of their lives.

Our aim is to inspire, engage and motivate our children to ignite a passion for learning so that they can succeed and reach their full potential. We provide a creative, personalised and nurturing environment where children can explore, discover and learn through real life experiences to build the foundations for a lifelong love of learning.

Special Educational Needs and Disabilities at our school

We believe that each child is an individual and we strive to ensure that all children receive challenge and support to achieve at school and to be happy and engaged in their learning. Not all pupils with a diagnosed Special Educational Need require support beyond what is universally available. However, it is important that their needs are recognised, understood, and the reasonable adjustments needed are in place. Together with the child and family, teaching staff create a pupil passport that outlines this, so that all adults are clear about what the children in their care need. The children with Special Educational Needs that do not require individual targets are closely monitored. Our SEND registers and monitoring lists are fluid and adapt to children's varying needs over time. It might be that your child requires an Individual Support Plan (ISP) for all of their primary education; for short time; or not at all. The below outlines the procedures and processes for those children with, or with suspected, Special Educational Needs:

How do you know if my child needs extra help?

At Heckington St Andrew's we monitor the progress of all children regularly throughout the year. We have a comprehensive system of checks, including termly pupil progress meetings, to identify children who might need extra help. Here are some of the checks/indicators we use;

- Liaising with parents/carers and pre-school providers prior to your child starting school
- Liaising with your child's previous school if they transfer mid-year
- Listening to your concerns
- Meetings with teachers and other adults in school
- Liaising with external lead professionals e.g. Specialist Teaching Service, Healthy Minds, Behaviour Outreach Service (BOSS), Working Together Team (WTT)
- Health diagnosis through a paediatrician
- Daily assessments of learning within class
- Your child expressing difficulty within an area of the curriculum
- Daily observations
- Termly pupil progress meetings
- Standardised test scores

What should I do if I think my child may have a special educational need?

Please come in and talk to us – your child's class teacher will usually be the first person in school to contact. Mrs Katie Lakins, our Special Educational Needs Coordinator (SENCO), and Mrs Judith Bentley, our Head Teacher, are always available for you to discuss any concerns that you may have.

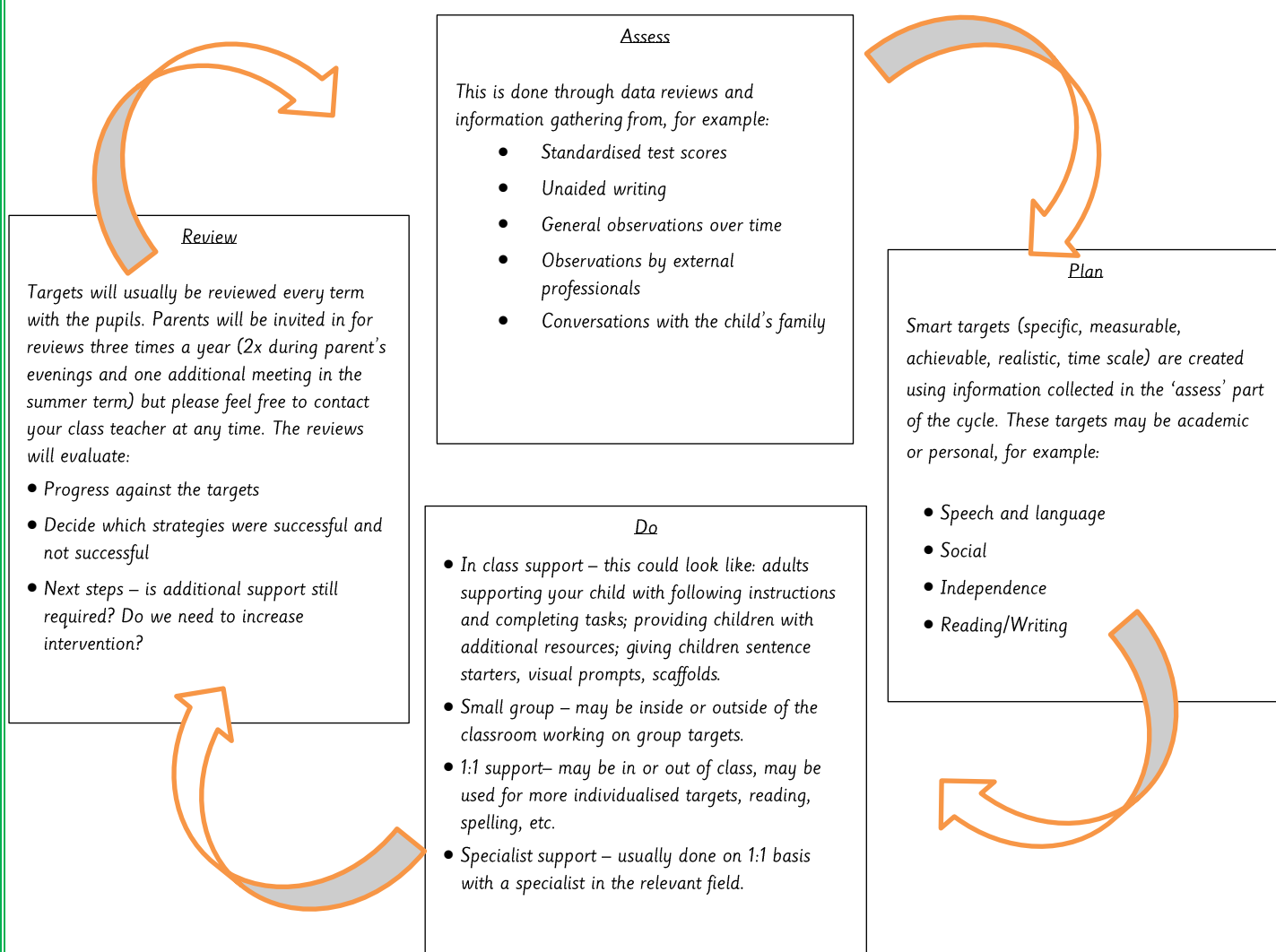
What will happen once I have raised a concern?

If you raise a concern which we have not already identified, we will carry out observations and assessments before meeting with you again to discuss the next steps. At this point some of the following action may be taken, depending upon individual circumstances.

- Further meeting may take place with the class teacher and/or SENDCo.
- A plan will be put together to set specific targets.
- Assessments or observations from external lead professionals may be required to support with setting suitable targets.
- The plan will be shared with you, your child and other adults within school.
- The targets will be reviewed with you and your child regularly to keep you informed of their progress.

How will you support my child?

At Heckington St Andrew's we are determined to support children in the best way possible for each individual. There are many ways in which we do this but ultimately, we follow the same cycle of assess, plan, do and review.



How will we both know how well my child is doing?

- *We have an open-door policy and there are many opportunities for informal feedback, including chatting to the teacher at the end of the school day and viewing your child's work during drop-in sessions (exhibitions) after school. Contact the school office to make an appointment for a more formal meeting.*
- *As a school we measure children's achievement from their starting point. The class teacher continually assesses each child's strengths and any areas where further support or challenge is needed.*
- *We will write to you and involve you at all stages of writing and reviewing individual targets.*

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

- *Your child receives feedback on a daily basis from the class teacher either verbally or written.*
- *The children regularly feedback (pupil voice) to adults with a variety of responsibilities to share their views (e.g., talking to the maths leader about what they enjoy, or would improve within the subject).*
- *Every child has next steps which are discussed regularly. If your child has additional targets relating to their individual needs these will be reviewed termly and will involve your child.*
- *We may capture your child's views in a variety of different ways depending on their needs.*

How can I support my child further to help them meet their targets?

- *Read to your child every day, no matter their age or reading ability.*
- *Find opportunities in everyday life to support their targets through play and discussion (e.g., count toys into a toy box when tidying up, or sing counting nursery rhymes, to support maths).*
- *Carry out additional work with them which may be given by the class teacher.*
- *Visit useful websites and try out any apps or programs which may be suggested.*
- *Follow specific agency advice which may be given during a meeting.*
- *Attend parents evenings, exhibitions, and review meetings to discuss your child's progress and share your views or concerns.*

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

When a pupil has been identified with special educational needs and/or disabilities we;

- *Continue to differentiate work within the classroom to meet the needs of your child.*
- *Teaching Assistants (TAs) may be allocated to work with your child in a 1:1 or small focus group to target more specific needs.*
- *Your child will be given individual targets. Targets will be set according to their area of need.*
- *If appropriate, specialist equipment may be given to your child e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.*

How will my child be included in activities outside of the classroom if they have a special educational or medical need or disability?

We are an inclusive school and all children are included in learning activities both around the school site and off site, for example, on visits to support the curriculum. We will work closely with parents to ensure that activities are adapted wherever possible to meet individual needs. Thorough risk assessments are carried out at all places prior to taking the children on trips. Specific needs will be taken into account when completing the risk assessment to ensure all areas are accessible (where reasonable) for the pupil, and additional support or adults are available where needed.

All children have a right to attend our extra-curricular activities and are welcomed to participate. All children can participate in paralympic sports at our afterschool clubs. Some of the sports previously offered have been wheelchair basketball and boccia.

Who will support my child in school?

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

Who?	How and Why?
Class Teacher	Has a legal responsibility to provide quality first teaching and appropriate adaptation and intervention, where needed Writes pupil passports, ISPs and Provision maps, setting targets based on your child's needs May input into referrals to external agencies
SENDCo	Can support with effective target setting Monitors the effectiveness of intervention groups through the use of provision maps for each year group May complete referrals to external lead professionals Will lead annual review meetings and complete relevant paperwork for children with EHCPs
Teaching Assistants (class)	Day to day support within the classroom for class tasks May provide additional intervention, e.g. handwriting, additional reading, scribing in writing, basic maths practise Directed by the teacher to support the targets set

Who else might be involved in supporting my child?

Who?	How and Why?
Speech and Language Service	Assessments of speech difficulties and language acquisition Direct teaching
Specialist Teaching Service	Assessment for learning difficulties (including the identification of dyslexia) Direct teaching Observations to support with learning behaviour Target setting Training of staff and providing advice for schools
Occupational Health/ Physiotherapist	Advice for schools Individual programmes for children Support and advice for parents Provision of specialist resources

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

- We are an inclusive school; we welcome and celebrate diversity. All members of staff believe in the importance of strong mental health and pride themselves on building caring and positive, trusting relationships so that children feel safe in our care.
- Our wider curriculum provides many opportunities for social, moral, spiritual and cultural development.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class therefore this would be your first point of contact if you felt your child would benefit from some support.
- The Learning Council (school council) meet regularly to encourage pupil voice and to provide an opportunity for worries or ideas to be shared.
- Midday Supervisors provide activities that encourage engagement and inclusion during lunch time.
- If further support is required than what can be provided by the class teacher, they will liaise with the SENDCo and Headteacher to discuss further support, which may include working with outside agencies e.g. CASY counselling or the Mental Health Support Team.

What training and experience do staff have to provide the additional support my child needs?

Who?	What?
SENDCo	National Award in Special Educational Needs Coordination
Across the school some of our teachers and teaching assistants have expertise in the following areas: Elklan (Speech and Language) Read, Write Inc. 1:1 Phonics Tutoring Team Teach (Positive Handling) ELSA Autism awareness training	

What support is available for my child's medical needs?

- All members of teaching and support staff have a first aid qualification to deal with minor incidents. Those working with under-fives have a full paediatric first aid qualification.
- Where a child has a medical condition that requires enhanced, specialist intervention beyond basic first aid, staff are trained by the appropriate medical team (e.g., diabetes nursing team).
- All staff are made aware of individual medical needs. A health care plan can be written where necessary for further details of a specific medical condition.
- Prescribed medicines and non-prescribed medicines are ideally not administered in the school, with the exception of children who have special medical needs and an individual healthcare plan. Where possible children will be encouraged to administer their own medication but, when necessary, staff will support with this – in these cases parents must give written consent for medication to be administered using the school Parental Agreement for School to Administer Medicine form.

What support is there for behaviour, avoiding suspensions and increasing attendance?

- *As a school we have an extremely positive approach to all types of behaviour with a consistent reward and sanction system that is followed by all members of staff (see our behaviour and relationships policy).*
- *We actively seek to avoid suspensions. In most cases suspensions will be the last resort after a range of strategies have been put in place. We work closely with other agencies to meet individual children's needs.*
- *All children learn about our values which are displayed around the school.*
- *If a child has a behaviour difficulty, then a Personal Support Plan is written with you and your child to identify specific issues and put relevant support in place.*
- *The attendance of every child is monitored on a daily basis. Issues around attendance are identified early and support for you and your child is provided to address your individual circumstances.*

How will my child be supported during transition to a new class or school?

We recognise that moving to a new class or school can be an anxious time for some children. We provide the following support for all children:

- *Transition days for children to spend time in their new classroom and get to know their new teacher and teaching assistants.*
- *PSHE lessons to discuss feelings about transitions as well as practical changes.*
- *Transition meetings where teachers and teaching assistants discuss detailed information about the children in each class, including assessment data, learning preferences, individual needs and social skills.*

Some children will require additional support to ensure that the transition to a new class or to secondary school happens smoothly. This can include:

- *Extra visits to the new classroom, with parents or teaching assistant*
- *Meetings with the new class teacher, secondary school SENDCo*
- *An individual transition book, with photographs and information personalised to the child*

Admissions

Reception teaching staff will meet with children, settings, and families prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo. Where necessary the SENDCo will arrange a further meeting with parents, previous setting, health visitor etc.

Class teachers of children joining from other schools will receive information from the previous school.

Please see the Admissions Policy (which can be found on our website) for further information.

Accessibility

- The building is easily accessed with double doors. The main entrance opens with an assisted door. There are no stairs in the building; the site is entirely flat.
- There is a disabled toilet in the main entrance of the school.
- Extra-curricular activities are accessible for children with SEND.
- The school has a “Quiet Area” and outside learning areas that can be used as breakout spaces.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs. The school ensures that all pupils can access specific equipment that may be recommended for their personal use; we work alongside other services to acquire the appropriate equipment.

Please see the Accessibility Policy (which can be found on our website) for further information.

How can I access support for myself and my family?

There are many services and organisations which can offer support and advice in relation to many needs which may arise. Some useful contacts are listed below:

Liaise (SEND Information, Advice and Support) 0800 195 1635 liaise@lincolnshire.gov.uk	Lincolnshire Family Services Directory 0800 195 1635 fis@lincolnshire.gov.uk <i>Local Offer can be found here</i>	Rainbow Stars Sleaford https://www.rainbowstarssleaford.com/ Local support group for families of children with ASD
Family Action www.family-action.org.uk	Family Lives https://www.familylives.org.uk/	Lincolnshire Grief and Loss centre 01522 546168

Who can I contact at school?

As a first port of call, you can liaise with your child's class teacher by booking an appointment to discuss your child. They will be in the best place to discuss the support that they are providing your child and to talk about any concerns at class level.

You can also contact the school through the office via email (enquiries@heckington.lincs.sch.uk), or alternatively please call 01529 460633 to speak to or make an appointment with the following people who will gladly assist you with any further concerns or queries:

Katie Lakins – SENDCo

Judith Bentley – Head teacher

Sally Pinchbeck – SEND Governor