



Legsby Primary School

SEND Information Report (Formerly Local Offer)



SEND Co-ordinator: Lucy Dabb

SEND Governor: Jessica Foster

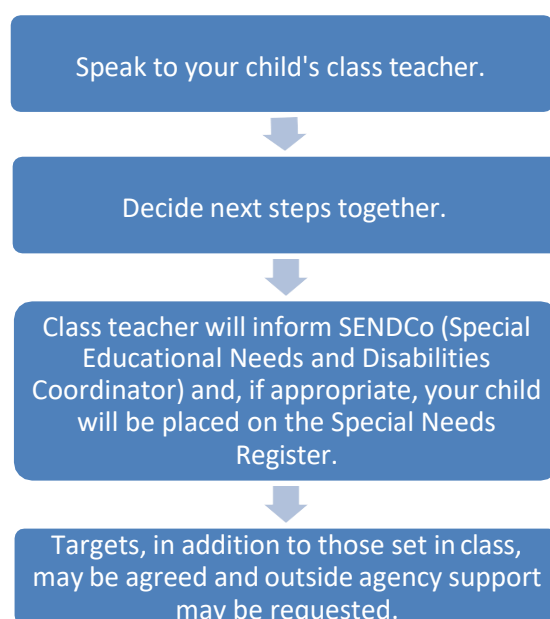
Introduction

The school aims to meet the needs of every child, including those with Special Educational Needs and Disabilities so they may reach their full potential and enjoy their learning.

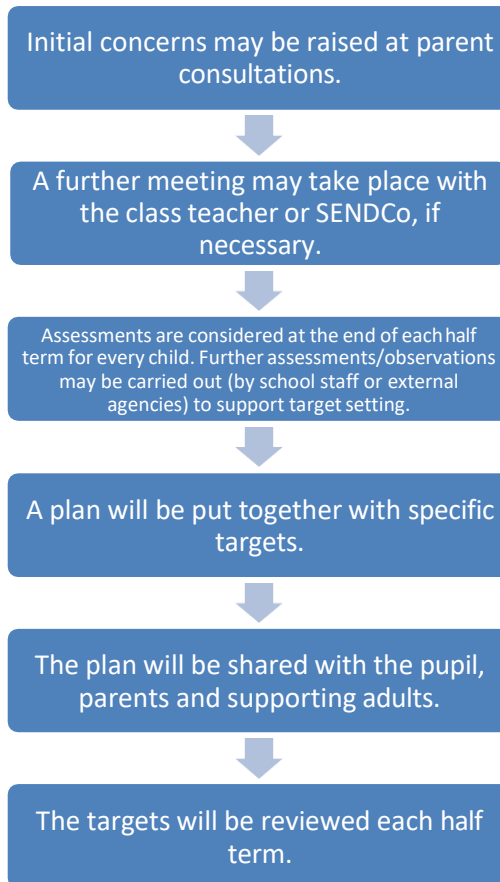
SEN (Special Educational Needs) covers four different main areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/ or physical

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



6. How will the school respond to my concern?

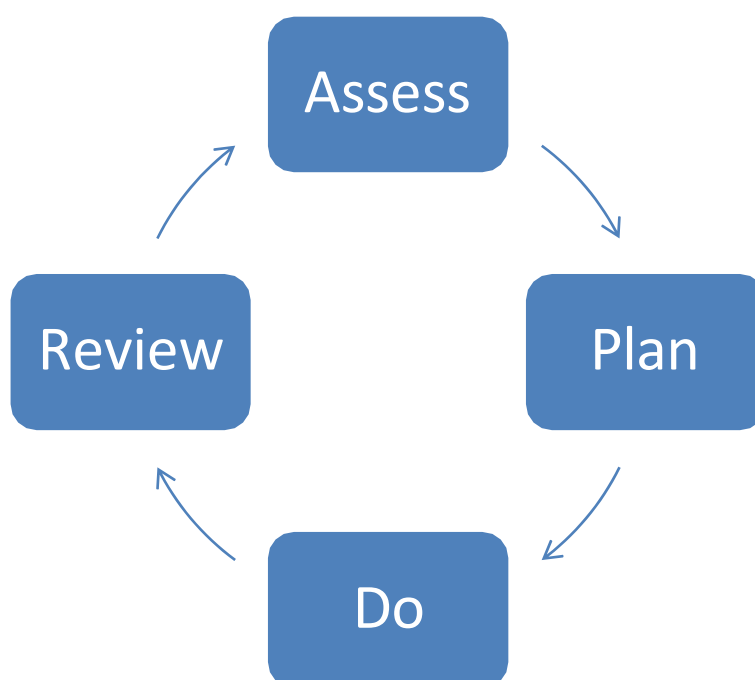


7. How will the school decide if my child needs extra support?

Decisions will be made based on formal and informal methods including:

- Adult observations (staff in school and possibly outside agencies)
- Monitoring data as part of the school cycle each half term
- Discussions with the child
- Discussions with parents
- Discussions with outside agencies
- Information from a previous setting

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



Assess	Plan	Do	Review
• Observations • Guided Reading • Independent writing • Formal Tests • 1:1 assessment with Teacher/Teaching Assistant • Outside agency assessment	SMART (specific, measurable, attainable, realistic and timely) targets are set using assessment data. These might be linked to: • Speaking • Listening • Reading • Writing • Maths • Interacting/working with others • Independence/Organisation	We will support your child to achieve these targets using a variety of strategies such as: • In class support • Small group work • 1:1 support • Outside Agency support And programmes such as: • Beat Dyslexia • Toe by toe • Power of Two • Precision Teaching • First Call • Specialist Equipment	Targets will usually be reviewed with the child during “Challenge and Support” week at the end of each half term and shared with parents. The review will evaluate: • Progress against the targets • How successful particular strategies are • Next Steps

9. Who will support my child in school?

Who?	How and Why?
Class teacher	Sets targets for every child Will monitor the effectiveness of intervention and report to Co-Headteachers each half term and will incorporate pupil voice.
Teaching Assistants	Day to day support in class 1:1 & small group work Directed by teacher to support targets Support at break-times Support with toileting Support with target setting and incorporating pupil voice
SENDCo	Monitors effectiveness of interventions Manages provision maps for each year group May complete referrals to outside agencies Leads review meetings
Office	Administration/paperwork Appointments/Diary coordination. Responsible with Head and SENDCo for SEN Budget
Specialist Instructors	Relevant coaching qualifications, DBS cleared, some lunchtime clubs
Midday supervisors	May work with your child at lunchtime
Student trainees	e.g. Teaching practice placements
Volunteers	Other adults who are DBS cleared and assist voluntarily with reading, maths, trips and other tasks as requested.
Outside Agencies	May be involved and if so, will be involved in review and deciding next steps.
SEND Governor	Oversees, monitors and evaluates effectiveness of provisions.

10. What training and experience do staff have for the additional support my child needs?

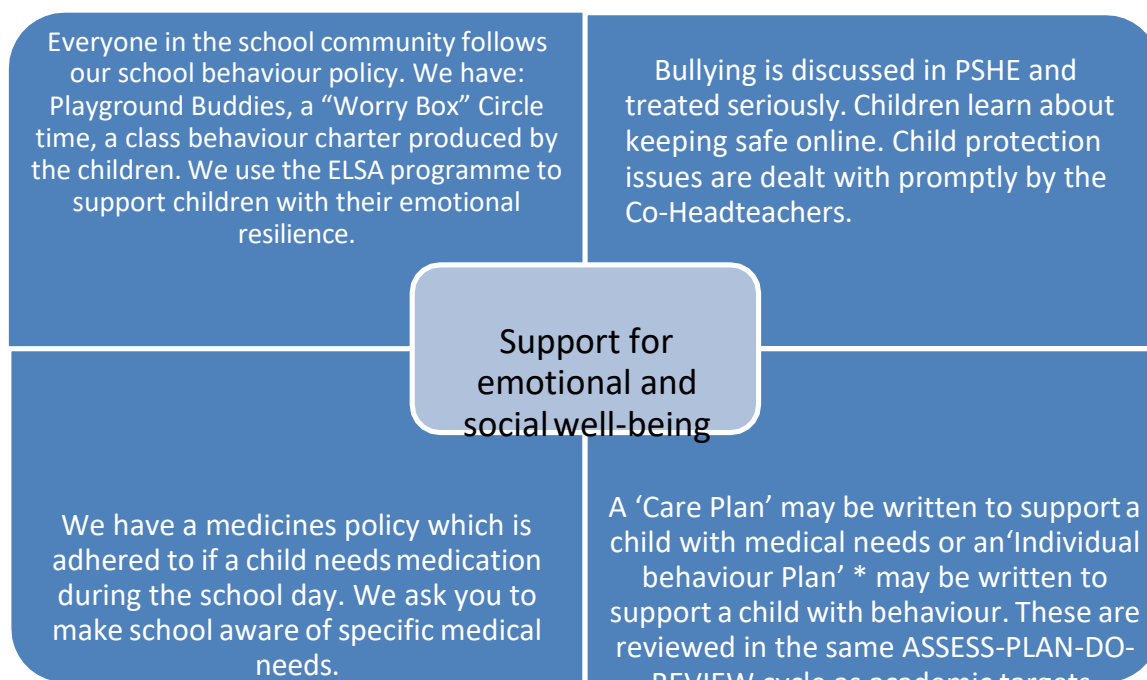
Co-Headteachers	National SENDCo Award PGCE/ BA Hons Degree Safeguarding training Safer Recruitment Paediatric First Aid Team Teach E-Safety
All teaching staff	Paediatric First Aid Safeguarding training E-Safety
Teaching Assistants/ support staff	Very experienced and caring team with positive behaviour management skills and a wealth of qualifications including: Safeguarding, E-Safety, Team Teach, health and hygiene, administering medicines, early childhood studies, reading, spelling, grammar and maths intervention, Paediatric First Aid
SENDCo	Completed the National Award For SENCo Accreditation
Chair of Governors	Safer recruitment

11. Who else might be involved in supporting my child?

Name	Agency	Support available
Jo Ibister	Educational Psychologist (EP)	Specialist support Observations Target setting Support with referrals Staff support
NHS Team	Speech and Language Therapist (SALT)	Observations Delivery speech programmes Staff support Target setting
Anthony Bowen	Working together Team (WTT)	Specialist behaviour support Observations Staff support Target setting
Rosie Veail	Autism outreach/Social Communication Outreach Services (SCOS) support coordinator	Specialist support Behaviour support Observations Staff support Target setting
Rachel White	Sensory Education and Support Team (SEST)	Specialist support Observations Delivering specific training/support Staff support Target setting
Specialist teacher (Cara Sherry)	Specialist Teaching Team (STT)	Assessment Target setting Recommendations

We also make referrals from time to time to Family Action, Paediatricians, Physiotherapist, Occupational Therapist (OT), Behaviour Outreach Support Service (BOSS), Counselling Services CASY, Healthy Minds, Child and Adolescent Mental Health Services (CAMHs) and the Educational Welfare Services.

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



If your child needs some emotional or social support their class teacher is always available to offer help and advice.

We offer two trained TAs who are trained as an ELSA (Emotional Literacy Support Assistant). The Elsa can offer weekly one to one or group support for targeting specific social and emotional needs. This can be discussed with your child's class teacher.

If your child has particular social and emotional needs that are more complex, we are able to make referrals to specialist agencies.

*If behaviour issues continue despite intervention, a multi-agency meeting may be arranged to discuss next steps and to try and avoid exclusions.

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

We value 'pupil voice' and want all our pupils to contribute to the curriculum and school life in general. As part of the normal cycle or ASSESS-PLAN-DO-REVIEW, the class teacher or TA involved in working with your child will ask for your child's views about progress towards the targets, what they felt has gone well and what they think would help to support them with next steps. The form of review will be related to the age and stage of your child.

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

If your child has SEN, he or she will require support that is 'additional to or different from' the rest of the class. Sometimes they may be taught outside the classroom, sometimes in a small group or 1:1. Sometimes a specialist programme may be

required or ICT (Information Communication Technology) support.

Strategies may include:

- Using ICT to record
- Using concrete apparatus (e.g. magnetic letters/unifix cubes)
- Different ability groupings
- Specific seating arrangement (e.g. near adult/near board)
- Use of peer support
- Visual aids
- Pre-teaching (e.g. vocabulary before a new topic is taught)
- Small group teaching (phonics)

Medical Needs

Pupils with medical needs will be provided with a detailed Individual Healthcare Plan (IHP) compiled in partnership with medical practitioners, parents and if appropriate, the pupil themselves.

15. What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

In addition to termly opportunities to come into school and discuss progress each year, we have an open door policy. Please ring the school office to make an appointment or contact us by emailing enquiries@legsby.lincs.sch.uk. You may also be asked to attend multi-agency review meetings if your child has accessed these services.

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

We carefully track each child's progress and hold assessments followed by challenge and support meetings each term. If your child is not making adequate progress or is not meeting age-related expectations, we may use a range of other assessments. All these feed into the target-setting process.

Assessment includes:

- Progress towards the Early Years Outcomes and achievement of the Early Learning Goals – for children in the Reception or Early Years
- National Curriculum levels
- P Scales (PIVATS) – steps before the National Curriculum for children in Year 1 upwards
- Tracking of phonics progress
- Reading and Spelling Assessments
- Standardised Assessments in Maths and English (Specialist Teacher/ Educational Psychologist use these to pinpoint strengths and set targets)
- Assessment for Learning - children have the opportunity to say what went well and what they need to improve on in class.
- Informal and on-going teacher assessment in class.

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

We are committed to providing educational trips through school with residential trips in Key Stage 2 to enhance our learning in school. Children with additional needs will be given additional support wherever necessary to help them access these trips.

18. How accessible is the school environment? How accessible is the curriculum?

To support children's physical needs in school we have:

- A changing room
- A secure medical area for medicine.
- Occupational Therapy Team/ Specialist Nurse Trainer/ Other agencies may visit to assess and guide us in supporting children's physical needs.
- A ramp to access the school site via the main entrance.

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

We work closely with our feeder pre-schools and have a rigorous transition programme prior to admission, which includes:

- SENDCo/ Teacher/ Teaching assistant visits to the pre-school settings
- Sharing information (paperwork, medical information), learning journeys
- Parent meeting prior to starting school
- Multi-agency meetings if your child has outside agency support
- Additional visits offered to pre-schools for children with SEN together with their keyworkers or other adults from the setting
- Home visits

20. How will the school prepare and support my child to transfer to a new setting/ school?

We work closely with our local secondary schools to support transition. In addition to the normal transition arrangements, for children with SEN we may arrange:

- additional visits
- observations
- sharing of information between SENDCos (paperwork, medical information, targets)
- for the SENCO from the next school to attend the final review meeting

21. How can I be involved in supporting my child?

Parents are asked to support their child's development at school and at home. We have a home-school agreement and regularly send home work for children to complete. You may also be asked to help with specific tasks linked to your child's targets.

Attend meetings throughout the year - e.g. Maths and how to support your child at home.	Visit the school website - children's pages.	Share books and read together. Play games.	Join us for celebration assemblies.
Share your own talents - help us out. See the school administrator for police check details.	Keep school informed of any significant changes or medical information.	Make sure your child has had vision and hearing tests.	Try to attend parent consultation evenings together. Inform and involve all those who care.
Encourage your child to complete home-work. Inform class teacher of any problems.	Talk to your child and help them understand - as far as possible - what is going on.	Make sure your child is in school on time every day - if at all possible.	A healthy, balanced diet, plenty of water to drink and a good night's sleep are important too.

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

Useful organisations include:

Organisation	Telephone	Website/Email
Lincolnshire County Council	01522 555555	www.lincolnshire.gov.uk/
Lincolnshire Children's Services	01522 782333	
Family Information Service	0800 1951635	www.lincolnshire.gov.uk/fis
Parent Partnership	01522 553351	www.lincolnshireparentpartnership.org.uk
Parentline	0808 8002222	www.besomeonetotell.org.uk www.parentlineplus.org.uk
Specialist Teaching and Applied Psychology Services Bookable Consultations	01522 553354	www.lincolnshire.gov.uk
Birth to Five Service	01522 552758	bfsoperations@lincolnshire.gov.uk

You can find the Lincolnshire County Council Local Offer at:
www.lincolnshire.gov.uk/

23. Who can I contact for further information?

If you require any further information, help or support, please contact:

Your child's class teacher, via the school office (tel.no. 01673 843268 or email enquiries@legsby.lincs.sch.uk or by sending in a note to the office.

Alternatively:

Lucy Dabb (SENDCo)
Email: enquiries@legsby.sch.uk
Telephone: 01673 843268

For more information on the Lincolnshire County Council Local Offer please follow this link :

<https://www.lincolnshire.gov.uk/send-local-offer>