

Toynton-All-Saints Primary School's Local Offer

We believe that each child is an individual and strive to ensure all children receive the necessary challenge and support to achieve at school and be happy in their learning. This is achieved through a broad and balanced curriculum with high quality teaching.

Should you have concerns, or it is identified by the school, that your child has additional needs you may have many questions. Our school's Local Offer sets out how our school identifies and supports children with Special Educational Needs and Disabilities (SEND).

1. What should I do if I think my child has Special Educational Needs?

Please come in and talk to us. Typically your first point of contact should be your child's Class Teacher. However, feel free to come in and talk to our SENCo, Mrs Greenfield or our Head Teacher, Mrs Coulthurst.

Contact you child's class teacher.



Together you will decide on a plan of action.



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



Targets may be put together or outside agency may be requested.

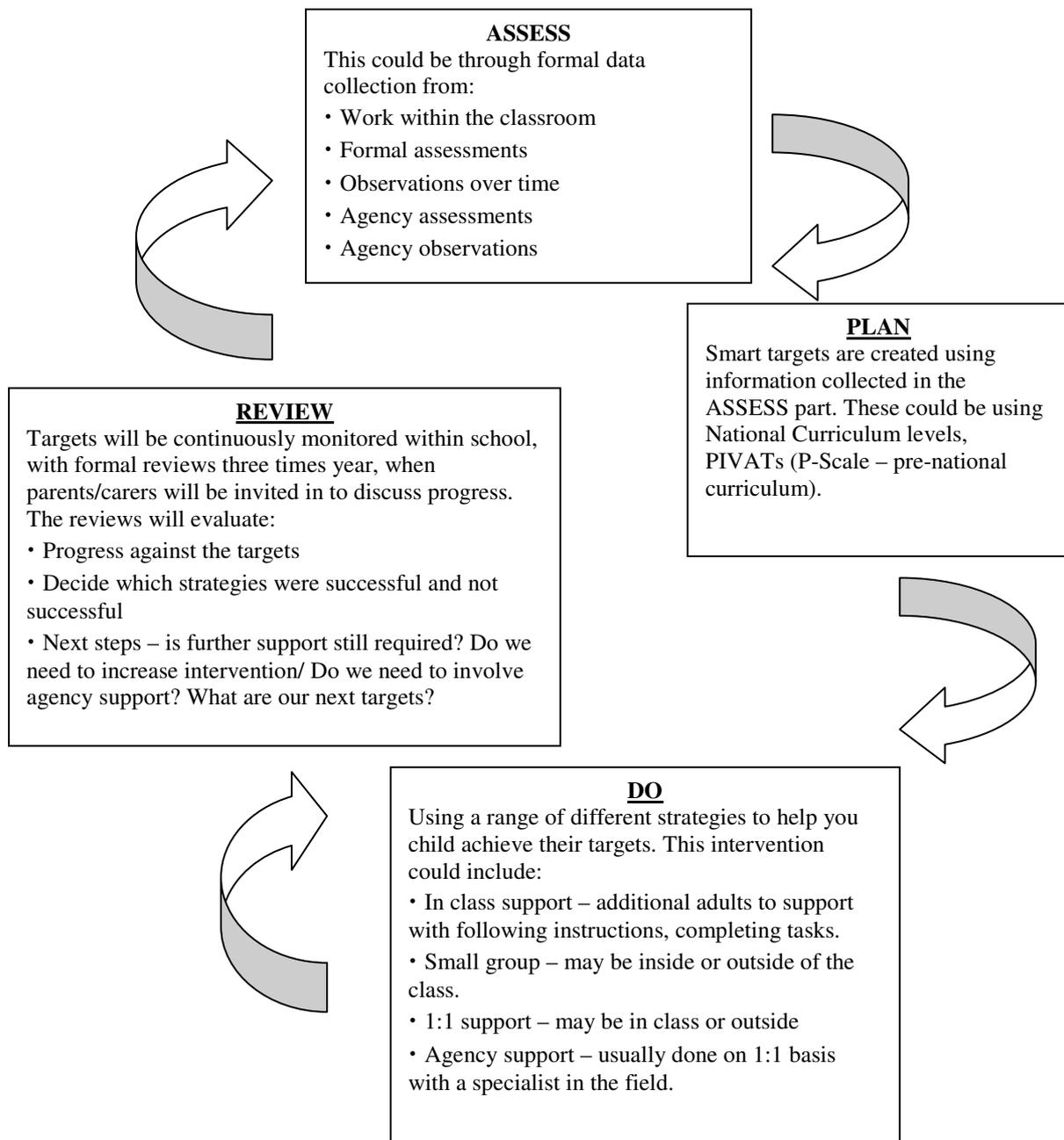
2. How does the school know if children need extra help?

At Toynton-All-Saints Primary School children are identified as having SEN through a variety of ways including the following:-

- Liaison with parents/carers prior to your child starting school
- Liaison with Pre-school settings/previous school
- Child performing below age expected levels
- Daily assessment of learning in class (your child may also raise their concerns in a particular subject)
- Concerns raised by Parent
- Concerns raised by adults in school, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies
- Health diagnosis through paediatrician

3. What will school do to support my child?

Ultimately, your child's targets will be set and their progress monitored by their Class Teacher. However, they may receive support from Teaching assistants, other teachers or agency support workers. The process for providing support is:



4. Who will support my child?

Who?	How and why?
Class Teacher	Set targets based on your child's needs Will be ultimately responsible for ensuring the intervention is provided and its effectiveness monitored
SENCo	Can support with effective target setting Monitors the effectiveness of intervention groups through the use of provision maps May complete referrals to agency support Will lead most review meetings and complete relevant paperwork
Head Teacher	Overseeing the provision for SEN
Teaching Assistants	Day to day support within the classroom with in class tasks (maybe 1:1 or in a small group) May provide additional intervention Directed by teacher to support the targets set Lead small social skill groups.
SEN Teaching Assistant	May provide support for reading, spelling, memory games, structured programmes (Beat Dyslexia, Alpha to Omega, Precision Teaching etc), basic maths skills either through 1:1 or small group work
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 specific area (e.g. forming friendship groups) Directed by teacher to support the targets set
Additional agency support	See section???????? 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	Overseeing the provision for SEN

5. Who will explain this to me?

- The class teacher will meet with parents at least three times a year (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- For further information the SENCo, Mrs Greenfield, is available to discuss support in more detail.

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

Within our staff there is a wealth of experience ensuring that your children are fully supported. Courses and training include:

- National SENCo Award (Masters level)
- Child protection
- ELKLAN speech and language qualifications
- Early Bird Plus (autism)
- Healthy Minds (autism)
- Safe guarding
- Team teach
- First aid
- Delivering reading/spelling/phonics programmes
- Makaton stages 1-9
- Introduction to counselling
- Autism awareness
- Asberger Syndrome
- Dyspraxia
- Dyslexia
- Cerebral Palsy
- ADHD
- Williams Syndrome
- Visual impairment
- Hearing impairment
- Behaviour management
- Challenging behaviour

7. What specialist services and expertise are available at or accessed by the school?

These agencies can be accessed within school, dependant upon certain criteria being met and allocation of time from each agency.

Agency	Support available
Educational Psychologist	Assessment for learning: personal, social and emotional needs Observations Target setting Support with paperwork
Specialist Teaching Service	Assessment for learning difficulties Direct teaching Observations to support with learning behaviour Target setting Training of staff
Teaching and Learning Centre	Observations to support with personal, social and

	emotional difficulties 1:1 support to identify and manage a range of feelings Development of Behaviour Plans Target setting Training of staff
Speech and language service	Assessments of speech difficulties and language acquisition Direct teaching
Social and communication outreach	Observations to support children with social, communication difficulties including those with Autism Target setting
Relate	Counselling for children experiencing difficulties inside or outside of school
School nurse	
Out of schools team	
Sensory impairment service	
Occupational therapist	

We can also make referrals to:

- Paediatricians
- Family Action workers (to support with issues impacting upon your child and your family)
- Child and Adult Mental Health Service (CAMHS)
- Education Welfare Service

8. How are the Governors involved and what are their responsibilities?

- The SENCo reports to the Governors three times a year to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEND and meets regularly with the SENCo. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

9. How will the teaching and learning be matched to my child's needs?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.

- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

10. How will I know how my child is doing and how will you help me to support my child's learning?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the Class Teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEN register they will have an Individual Education Plan (IEP) which will have individual / group targets. This is discussed three times a year and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may be part of an IPA (Inclusion Partnership Agreement) or have a Statement of SEN (pre-September 2014) or an Education Health Care Plan (post-September 2014), which means that a formal meeting will take place to discuss your child's progress and a report will be written.

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

- As a school we measure children's progress in learning against National expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Reception through to Year 6, using a variety of different methods including National Curriculum levels, PIVATS (below National Curriculum levels) and Reading and Spelling ages.
- Children who are not making expected progress are picked up through Review meetings with the Class teacher and Head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings parents will be informed.

- When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

12. What support will there be for my child's overall well being?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies.

13. How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the Admin Staff generally oversee the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children.

14. What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and Parents to identify the specific issues, put relevant support in place and set targets.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Head teacher. Good attendance is actively encouraged throughout the school.

15. How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have IEPs (Individual Education Plans) discuss and set their targets with their class teacher.
- There are also chatter boxes in every class which are regularly checked by the class teacher and acted upon.
- If your child has a Statement of SEND or Education, Health, Care Plan their views will be sought before any review meetings.

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

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

17. How accessible is the school environment?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level with ramps at specified fire exits.
- We liaise with Ethnic Minority and Traveller Education Team who assist us in supporting our families with English as an additional language.

18. How will the school prepare and support my child when joining the school and transferring to a new school?

- We encourage all new children to visit the school prior to starting when they will meet their buddy and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also attempt to visit them in their current school.
- We use social stories with children if transition is potentially going to be difficult within school or between schools.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then a Statement or Education, Health, Care Plan review will be used as a transition meeting during which we will invite staff from both schools to attend.

19. How are school's resources allocated and matched to children's Special Educational Needs?

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of TAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The Children who have the most complex needs are given the most support often involving a TA.

20. How is the decision made about what type and how much support my child will receive?

- The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- This will be through on-going discussions with parents

21. How do we know if it has had an impact?

- By reviewing children's targets on IEPs and ensuring they are being met
- The child is making progress academically against national/age expected levels and the gap is narrowing - they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

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

Organisation	Telephone	Website/Email
Lincolnshire County Council Support and Aspirations	01522 782030	http://www.lincolnshire.gov.uk/parents/support-and-aspirations
Lincolnshire Children's Services	01522 554673	
Parent Partnership	01522 553351	www.lincolnshireparentpartnership.org.uk
Parentlineplus	08088002222	www.parentlineplus.org.uk
PAACT (Autism Support)		paactsupport@hotmail.co.uk
Lincolnshire ADHD Support Group	01522 539939	Lincoln.adhd@btconnect.com
EMC Services for Equality and Minority Communities	01427 787190	emc_lincs@lincolnshire.gov.uk
Family Action	01522 69010	lincoln@family-action.org.uk
Lincolnshire Centre Grief and Loss	01522 546168	
Independent Parental Special Education Advice		www.ipsea.org.uk/

The Lincolnshire County Council Local Offer can be found at:

<http://www.lincolnshire.gov.uk/parents/support-and-aspiration/>

This contains information regarding the SEND provision across the county.

23. Who can I contact for further information?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Mrs Greenfield our SENCo .
- Look at the SEN policy on our website

24. Who should I contact if I am considering whether my child should join the school?

- Contact the school Admin office to arrange to meet the Head teacher Mrs Coulthurst or SENCo Mrs Greenfield, who would willingly discuss how the school could meet your child's needs.

Glossary