



Deeping St James County Primary School

SEND Offer Information Report



A GUIDE TO OUR PROVISION 2018-19

School Background

The school operates one class per year group from Reception to Year 6 and currently has around 210 pupils. To support pupils directly the school employs teachers, teaching assistants (TAs), a SENCO, a sports coach and midday supervisors. The school has pupils with a range of medical conditions, disabilities and learning difficulties, including autistic spectrum disorder, hearing impairment and dyslexia.

Who can I speak to about my child?

Talk to your child's class teacher as a first port of call. They can give you details about how your child is getting on and arrange for extra support or materials if needed. You can also arrange to speak to our SENCO if you wish to share information or your concerns about health, well-being or educational progress. We try hard to operate an open door policy here and work collaboratively so no concern or query is too small to raise.

The SEN Coordinator (SENCO) at our school is **Mrs L Robinson** who works here part-time.

You can also discuss any concerns or make enquiries with our Head Teacher **Mr Wilkinson**.



How will this school support my child?

As well as differentiated activities in the classroom, focused adult support, accessible feedback and carefully selected resources your child may also be given time elsewhere in the week to receive support in areas they are struggling in. This intervention will be in the classroom or sometimes in work areas in other parts of the school. Sometimes this may include a dedicated midday supervisor during lunch breaks to support a child with high needs.

We work hard to ensure that we have a good picture of what is working well or when a child is struggling. To make sure support is effective individual pupil progress in the core subjects is tracked and outcomes of intervention work is analysed for all pupils in the school. The SENCO also liaises with class teachers to discuss progress outside of core subjects such as with fine motor skills or language development.

How does the school identify children/ young people with special educational needs/ disability (SEND)?

Teachers or support staff may raise concerns about a pupil who is struggling academically, physically, socially or emotionally. The Head and SENCO monitors all pupils' progress in every round of assessment in reading, writing and maths and identify pupils who are causing concern. When concerns arise the SENCO will carry out observations, any suitable assessments where available and very importantly, meet with parents/carers as well as staff. Pupils may be monitored at our 'Cause for Concern' level or placed on the SEND register. The school is also able to request support from other agencies to identify needs. For example, the Working Together Outreach Team based at Gosberton Academy is able to support initial concerns around Autistic Spectrum Difficulties, social communication issues and SEND.

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

All lessons are differentiated to help all our pupils reach their next steps. This may be by the kind of activity, by the level of adult support, by occasional peer support or by the use of particular resources and equipment. We like to regularly offer pupils choices in their work and allow them to aim high, so they have opportunities to guide their study. Seniors leaders look at pupil's book throughout every term to monitor that differentiation is of a good quality.



Within the classroom adult support is allocated by the teacher, based on the activities set for each lesson. A lesson may involve short bursts or extended periods of adult support, either individually, in small groups or large groups. Extra support outside of core lessons, in the form of intervention groups, is allocated according to a pupil's current attainment and the options available in school. This is decided between the teachers and the SENCO on a half-termly basis.

What opportunities are there to discuss my child's progress?

Teachers will meet with parents each term to discuss personalised provision and set personal targets related to a child's areas of special educational need. This is part of our cycle of 'Plan, Do and Review'. But teachers and the SENCO can be contacted at any time in the school year as we are happy to arrange opportunities to meet before or after school as part of our efforts to be as open as possible. Meetings with the SENCO can be arranged via the school office if you wish to discuss progress, support or any concerns.

If your child has an Education, Health & Care Plan this will be reviewed with you by the SENCO annually along with any other professionals involved with your child in the Annual Review meeting. The SENCO has overall responsibility for these plans and for coordinating provision so is happy to explain a child's provision further with parents requested at any point in the year.

What support is there for my child's overall well-being at Deeping St James Primary School?

Teaching across the curriculum and our focus on pastoral care supports pupil well-being and we continue to strive to ensure all pupils have a positive and fulfilling experience here. We also have a robust approach to behaviour management and a zero tolerance of bullying. We understand that children may be struggling with the development of their social skills at times and we work hard to support this through our PSHE work. For some children 1:1 or small group intervention may be planned to support difficulties with emotional well-being such as self-esteem or friendship skills.

Some pupils may need additional plans and extra resources to help them with managing medical conditions, we work closely with health professionals to make sure this support is effective. We will always make adjustments to ensure that a pupil can attend as much schooling as possible and stay safe.



How can my child share their views?

Our pupils are invited to join their parents at their individual parent/teacher consultations each term. Pupil discussion groups are held with various subject coordinators to gather views on a variety of aspects of teaching and learning over the course of the year. Pupils can also ask their school council representative to take their views to the regular school council meetings. The views of a child are added to the yearly review of their Education Health Care Plan and can be written, scribed or drawn.

A daily Sensory Circuits group takes place in the hall

What specialist services and expertise are accessed by the school?

Local Authority Services:

Educational Psychology Service
'Working Together Team' ASD outreach
Behaviour Outreach Support Service
Early Help Team
Hearing Impairment outreach teacher

NHS Services (often provided at the school):

Paediatric Physiotherapy
Occupational Therapy Service
Speech & Language Service
Community Paediatrician
School Nursing Service

Charity operated services:

Parenting support programmes e.g. Triple P
Bereavement counselling
NSPCC therapy

The SENCO is able to refer your child to all of these services. If you wish you can ask your GP to refer you to those operated by Health and your GP can ask the school to offer some information to support the referral.



How are teachers at Deeping St James Primary helped to work with children with SEND and what training do they have?

- Mrs Robinson is responsible for supporting class teachers in how they support pupils with SEND. She holds the National Award for SEN Co-ordination qualification and has completed Tier 2 training accredited by The Autism Educational Trust.
- Training for areas outside of teaching & learning include autism and dyslexia. Nearly all of our staff have taken part in the Tier1 training accredited by the Autism Education Trust, delivered by Gosberton House staff.
- Our teachers and teaching assistants do not currently have qualifications in specialist areas but many have experience, training and expertise in various areas relating to meeting additional needs.
- We are seeking this year to provide staff training on specific areas of supporting pupils with autistic spectrum difficulties and emotional well-being.

How is the school accessible to children with SEND?

Lessons, activities, breaktimes and trips are organised in a way that allows all the members of each class to be able to participate. The school has an Accessibility Plan which is regularly reviewed to improve access to the curriculum, the school environment and written information. We are dedicated to over-coming barriers to pupils joining any of our extra-curricular clubs. We will make all reasonable adjustments to ensure that no child misses out due to additional needs. This may be achieved by altering the design of activities, the location or the resources available.

Class teachers will liaise with parents and carers on suitable adjustments to improve access to activities for their child if things prove challenging. If a personal risk assessment is needed for a pupil to access in-school or offsite activities then this will be discussed with parents/carers for feedback. If a pupil has an additional need that needs to be carefully supported on a school trip the teacher will talk with parents beforehand to go through how to best support and what extra arrangements may be needed.



How are the school's resources allocated and matched to all pupils with SEND?

Overall budget decisions are made by the Head Teacher and Governing Body. There is a governor to oversee that the SEND policy is implemented, to support the SENCO and ensure that inclusion is considered in decision making processes. This is currently Mrs Purdy.

The budget is firstly allocated to the commitments outlined in EHC plans and in delivering actions recommended for individuals by professionals e.g. a 1:1 language programme. Intervention programmes for pupils who are in need of a targeted form of support are allocated based on assessments of their current attainment and recent progress and this decision is made by the SENCO in liaison with teachers and overseen by the Head. Different children require different levels of support and decisions are made on the distribution of additional adults across the school each year by the Head. The school pays for the support of certain external providers each year, to provide additional assessment or support. The SENCO liaises with teachers to judge who will receive this support each year based on current needs and barriers to progress and engagement. Each year we also replace and add to specialist resources such as sensory toys or shaped seat cushions, if any resources has been recommended by a specialist this will be purchased as soon as is feasible.

So that parents and carers can be involved resources will be discussed at the termly meetings with the teacher to review if the current provision is working well. All parents/carers can arrange to meet the SENCO to discuss the support their child receives.

How will my child be supported during admission to this school?

Our early years staff visit nearby feeder pre-schools, including Jimmy D's, to introduce themselves to children and receive information. An information evening is held for new to Reception parents and familiarisation visits are held in the summer term. There are also 'home-school' visits made by staff to allow for individualised discussions. Where parents or previous settings share SEND concerns then a transition meeting is arranged with parents/carers and the SENCO before the pupil starts. Either before the transition or if not possible soon after, the SENCO will seek to discuss needs with any professionals involved with the child. We can also arrange extra visits to help a child feel less anxious about starting school.

If pupils join us in other year groups we will contact the SENCO at their previous school for a hand-over of information and meet with parents to find out how we can support a pupil with needs. We can offer tours and short sessions at the school prior to starting if needed.

How can parents/carers give feedback?

We are always keen to hear feedback and you can give this in person to the teacher, SENCO or Head. If you have any concerns or wish to discuss issues that have arisen they can meet with you at any point in the year or please phone or email so that solutions can be found by working together. There is also a formal complaints policy, which our office staff can provide you with on request.

What support is there for transitions?

When pupils are set to move to another primary school the SENCO will contact the receiving school to pass on key information and discuss with parents any arrangements they would like to be made to aid the move.

When pupils are set to move to Secondary school the SENCO will arrange for pupils to participate in any transition events being held by the receiving school and contact the school to request a meeting to pass on all relevant information. For pupils with an EHC plan Year 7 transition will be discussed at their Year 5 Annual Review.

As pupils move up within the school each year they all participate in 'move up' days to meet their next teacher in the summer term. Additional arrangements e.g. photo books or extra-time, can be made for pupils who are likely to find moving up challenging.

External support for information/advice

- Lincolnshire Council SEND Parent Partnership Service 01522 553351
- Liaise SEND Information, Advice and Support in Lincolnshire can be contacted through the Family Information Service (FIS) 0800 195 1635 or email Liaise@lincolnshire.gov.uk
- County Council SEN Website including the 'Local Offer': www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/the-local-offer/