



# Ropsley CE Primary School

*Trust Hope Friendship Thankfulness*

## **Ropsley Church of England Primary School** **Special Educational Needs and Disabilities** **Information Report 2019-2020**

Ropsley CE Primary School is a friendly school with a strong Christian ethos. Our inclusive character values the excellent relationships between the school, parents and the community in which each child is treated as an individual and is valued. We provide creative first hand learning opportunities that lead to a high quality education with children at the centre of all we do.

### **The Children and Families Bill 2013**

The Children and Families Bill took forward the Government's commitment to improve services for vulnerable children and support strong families. It reformed the systems for adoption, looked after children, family justice and special educational needs (SEN). The Bill extended the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decision-making about SEN and ensures their needs are properly met and appropriate progress is made. The following LOCAL OFFER is Ropsley CE Primary School's response to specifically devised questions and gives an overview to parents/carers of all the services normally available at school to support children with SEN and those with a disability.

### **Who leads and manages the provision for pupils with special educational needs?**



**Mrs Ann Cook**  
Head teacher



**Mrs Sarah Hickey**  
SENDCo



**Ms Louise North**  
Family Liaison Officer



**Mr Fred Mann**  
SEND Governor

### How does our school know if our pupils need extra help?

A child has special educational needs if she or he has a:

- Learning difficulty which is significantly greater than the majority of children of the same age
- Disability which makes it difficult to use the facilities normally available.

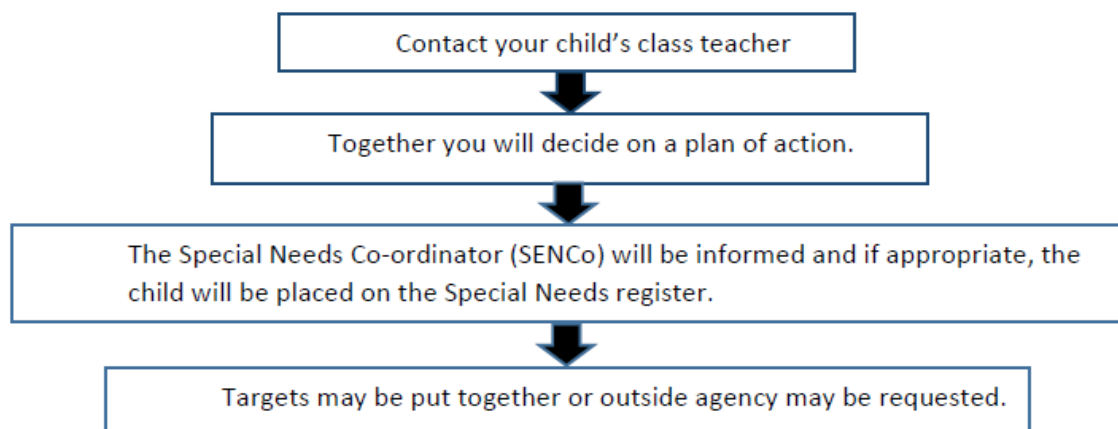
Special educational needs are described by the Special Education Needs Code of Practice (2015) as falling into four areas. These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

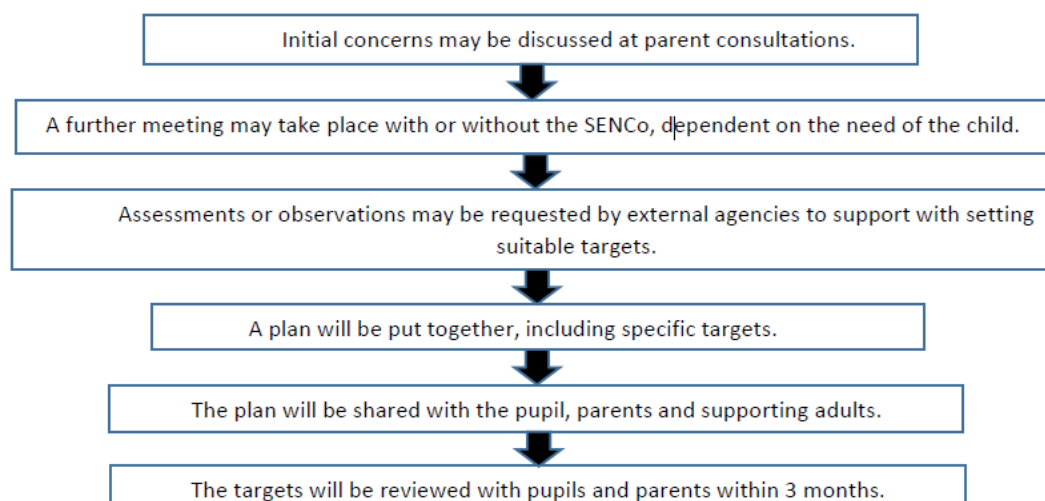
The school takes each child's case individually. It reviews where the child is at related to age-expectations and whether the child needs additional support from the class teacher or from a learning support assistant. Further assessments might be undertaken to help with the decision-making process. The SENCO and Headteacher will determine the nature and timescale of the support given.

It is very important that parents and the school work together, so if you have any concerns, please make an appointment to speak to your child's class teacher, just as he/she will contact you for an appointment if he/she has any worries.

### What should I do if I think my child has Special Educational Needs (SEN)?

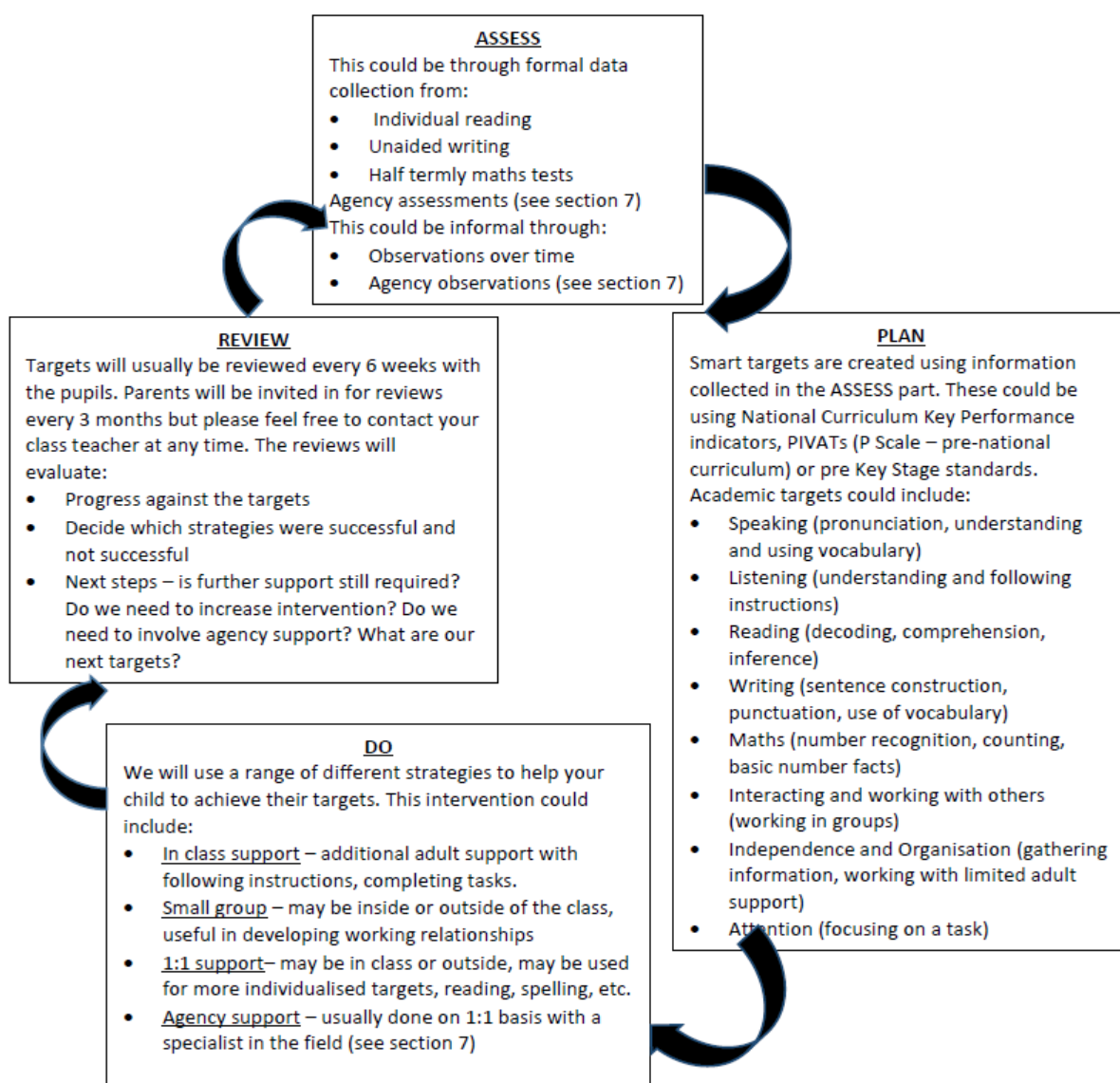


### How will school respond to my concern?



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

Ultimately, your child's targets will be set and their progress monitored by the class teacher, however they may receive support from Teaching Assistants, other teachers or agency support workers (see below for more details). The process of providing support is:



The intervention is managed and monitored by the SENCo through the 'Provision Map' for each year group. These include:

- The different intervention groups for learning; personal, social and emotional development and physical development (including fine motor skills) for each year (which will vary dependent on the needs of the children)
- Agency Support
- Who is responsible for delivering the intervention
- When and how often the intervention takes place
- Resources required for the intervention
- Data to track the effectiveness of the intervention

Above and beyond 1:1 support on individual targets, e.g. reading and spelling keywords, number recognition, basic number facts, sentence punctuation, we offer a range of structured intervention targets, including:

<b>Cognition and Learning</b>	<b>Language and Communication</b>	<b>Personal, social and mental health</b>	<b>Physical need</b>
Catch-up Numeracy Switch ON ( <i>reading and writing</i> ) Nessy ( <i>reading and spelling</i> ) Precision Teach Touch Typing Catch up Literacy	Early Years First Call Talk time ( <i>encouraging the use of vocabulary</i> ) Colourful Semantics ( <i>grammar and language structure</i> ) Word Aware ( <i>vocabulary development</i> ) Nuffield Language Development ( <i>speech and language</i> ) Jolly Jellyfish	Emotional Literacy strategies FRIENDS intervention Solutions Focused Pastoral Support Programme (SFPSP) Nurture groups ( <i>using circle time, stories and games to promote positive interactions and managing feelings</i> ) Circle of Friends	Motor skills ( <i>scissor skills, Dough Disco strengthening exercises, handwriting</i> ) First Move

### Who will support my child in school?

<b>Who?</b>	<b>How and Why?</b>
Class Teacher	Sets targets based on your child's needs Will be ultimately responsible for ensuring the intervention is provided and its effectiveness monitored
SENCo (Mrs Ellis and Mrs Hickey)	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 agency support, including writing letters of your child's need to GPs Will lead review meetings and complete relevant paperwork
Teaching Assistants	Day to day support within the classroom within 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 May provide support for reading, spelling, memory games, structured programmes basic maths skills either through 1:1 or small group work
Learning and Pastoral Support Mentor (Ms North)	Leads Personal, Social and Emotional intervention groups in KS1 and KS2 (focused on managing anxiety, recognising and managing emotions, forming friendships) Delivers individual support for pupils with social and emotional needs. Provides additional behaviour support. Liaison and support for parents and carers.
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 a specific area (e.g. forming friendship groups) Directed by the teacher to support the targets set
Administration (Mrs Gardener)	Will add your child's special education need to the central record Directed by the SENCo
Additional agency support	May complete assessments or observations to support with further details regarding your child's need May provide support for reading, spelling, memory games, structured programmes (Beat Dyslexia, Nessy, Toe by Toe), basic maths skills either through 1:1 or small group work Will support with target setting May be involved in the review process and deciding next steps.
SEND Governor (Mr Mann)	Overseeing the provision for SEN

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

Different members of staff have received training related to SEND.

These have included sessions and/or qualifications on:

- How to support pupils with speech and language difficulties.
- Attachment awareness and Trauma informed approaches
  - Supporting children with ASD
  - Supporting children with dyslexia
- Mrs Hickey has gained, the qualification 'National Award for Special Educational Needs Co-ordination.

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

At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The agencies currently used by the school include:

- Educational Psychologist – Sarah Murray
- CAMHS (Child & Adolescent Mental Health Service)
  - Social Services
  - CASSY Counselling Service
  - Healthy Minds
- Behaviour Outreach Support Service (BOSS)
- Speech and Language Therapist – Dawn Tomalin
- Specialist Teaching Service – Debra Newnham

### **What support is there for my child's emotional and social well-being?**

The school offers some pastoral support for pupils who are encountering emotional difficulties. All members of staff are readily available for pupils who wish to discuss issues and concerns. Some members of the support staff are also trained to carry out social skills work with pupils.

### **What support is there for my child's medical needs?**

If a pupil has a medical need, then the medical professional in consultation with the parents/carers compiles a detailed Care Plan. These are discussed with all staff who are involved with the pupil. Staff have received epipen training, delivered by the school nurse. All staff have basic first aid training. All the EYFS staff are paediatric first aid trained. Several members of staff have received Mickey button training. Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.

### **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 use a range of different strategies to support the child's learning.

<b>Using ICT to record</b> e.g. using speech to text app; alternatives to writing	<b>Using ICT to support learning</b> e.g. basic skills apps; phonics; maths; touch typing skills	<b>Using drama techniques</b> e.g. using hot seating, freeze framing; forum theatre	<b>Using thinking skills</b> e.g. growth mindset, making links between learning in different contexts
<b>Using concrete apparatus</b> e.g. practical resources in maths (numicon,	<b>Using of seating for learning</b> e.g. careful positioning on the carpet/at	<b>Using of talking partners</b> e.g. sharing ideas; peer learning	<b>Use of visual aids</b> e.g. visual timetables; displays; working walls; word mats

cubes, 100 squares); magnetic letters for spelling	tables; position near an adult		
<b>Use of different groupings</b> e.g. mixture of ability and mixed ability dependent on the subject	<b>Use of school council</b> e.g. representing the class; contributing ideas to improve school life	<b>Use of pre-learning</b> e.g. sharing key points of the learning prior to the lesson so your child is more prepared	<b>Use of curriculum focus weeks and talent days</b> e.g. immersive learning in a focus topic, e.g. science, football, thinking skills; sharing and discovering talents

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

<b>Opportunity</b>	<b>Details</b>	<b>Frequency</b>
Review meetings	As described earlier in this document	Every 3 months
Assessment or observation feedback (Agency led)	To feedback an assessment report or observation either by the agency or the SENCo If these are completed close to the review meetings, then feedback may be during this time.	Dependent on the need for the agency involvement
Parent consultations	If your child's targets directly relate to the classroom, e.g. behaviour, attention, organisation then these may be discussed during parent consultations.	3 times per year
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 <b>manageable</b> 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 is always available to discuss any specific issues at an appropriate time. Please contact them to arrange a mutually convenient time. The best way to contact our teachers is through the school office by phone 01476 or email: [enquiries@ropsley.lincs.sch.uk](mailto:enquiries@ropsley.lincs.sch.uk)

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

We carefully track all of our children's progress across each term through the use of data and through 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 including:

- Progress against Key Performance Indicators (KPIs) for their year group and benchmarking against national expectations
- P Scales (PIVATs) – steps before the National Curriculum for children in Year 1 and above
- Early Learning Goals – for children working at Foundation Stage level.
- Progression framework for Autism
- Reading and spelling age assessments
- Standardised assessments (completed by Specialist Teacher and Educational Psychologist) – gives us a clearer picture of areas of strength and development against 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 plan
- Observations and monitoring independent work

These help to identify areas to target and support with advice on how to move your child forward. If it is felt your child is struggling to progress at the expected rate, it may be necessary to move forward to formalise their needs through applying for an 'Education Health Care Plan'. This is a document that school have to legally follow. These will bring together the education, medical and social care needs (as appropriate) of your child.

### **How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. If deemed necessary, a meeting may be conducted involving parents/carers to discuss the nature of the trip and how a child with SEN will access it. The school has wrap around care available for parents in the form of a Breakfast Club and Ropsley Rascals After School Care. We have good links with Great Wood Farm Nursery who also provide before and after school care. Details can be found at [www.greatwoodfarmeyc.co.uk](http://www.greatwoodfarmeyc.co.uk)

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

As a school we are happy to discuss individual requirements.

Facilities we have at present include:

- School iPads and laptops available for pupils for use
- Links with St Francis School (Lincoln) who provide specialist ICT advice and equipment for children with physical disabilities.

### **How will the school prepare and support my child to join the school or transfer to another school?**

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussion between the previous or receiving settings prior to the pupil joining/leaving.
- Pupils to attend a transition session where they spend some time with their new class or teacher.

- Additional visits can also be arranged for pupils who need extra time in their new school.
- The class teacher and SENCo are always willing to meet parents/carers prior to their child joining the child.
  - Secondary school staff visit pupils prior to them joining their new school.
- The class teacher and SENCo liaise with the SENCos from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the class teacher, the SENCo, the secondary school SENCo, the parents/carers and, where appropriate, the pupil.

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

You can help support your child's individual targets by following the suggestions activities written at the bottom of your child's IEP. As mentioned above, your child will receive weekly targets for their literacy and maths work which can be worked on at home too. For children who are below their expected age for reading, parents might like to try using the paired reading method. Please ask the SENCo for advice with this.

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

Useful organisations include:

<b>Organisation</b>	<b>Number</b>	<b>Website/Email</b>
Lincolnshire County Council Support and Aspirations	01522 782030	<a href="http://www.lincolnshire.gov.uk/parents/support-and-aspiration/">http://www.lincolnshire.gov.uk/parents/support-and-aspiration/</a>
Lincolnshire Children's Services	01522 554673	
Parent Partnership	01522 553351	<a href="http://www.lincolnshireparentpartnership.org.uk">www.lincolnshireparentpartnership.org.uk</a>
Parentlineplus	0808 800 2222	<a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a>
PAACT (Autism Support)	<a href="mailto:paactsupport@hotmail.co.uk">paactsupport@hotmail.co.uk</a>	PAACT (Autism Support)
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:emc_lincs@lincolnshire.gov.uk">emc_lincs@lincolnshire.gov.uk</a>
Family Action	01522 69010	<a href="mailto:lincoln@family-action.org.uk">lincoln@family-action.org.uk</a>
Lincolnshire Centre Grief & Loss	01522 546168	

The Lincolnshire County Council Local Offer can be found at:

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

### **Who can I contact for further information?**

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the SENCO (Mrs Hickey) or the Family Liaison Officer (Ms North)



**Glossary of most commonly used SEND/school terms**

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
HI	Hearing Impairment
IEP	Individual Educational Plan
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PP	Pupil Premium
SALT	Speech and Language Therapist
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Coordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment