

MOULTON CHAPEL

MOULTON CHAPEL

PRIMARY SCHOOL

PRIMARY SCHOOL

SEND OFFER

SEND OFFER

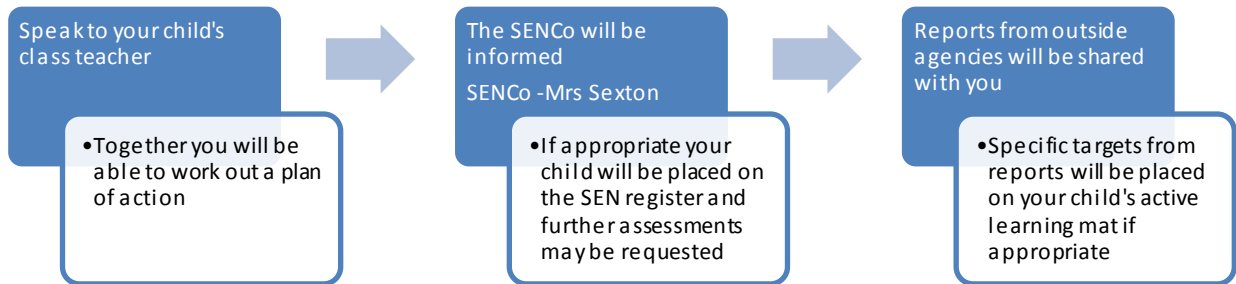
2018-19

2018-19



Mouton Chapel Primary School SEN School Offer

1. What should I do if I think my child has special educational needs (SEN)?



2. How will the school respond to my concerns?

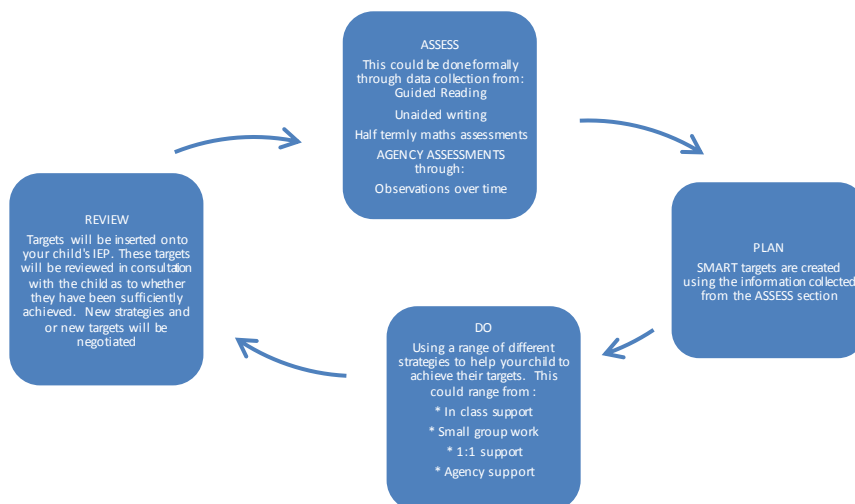


3. How will the school let me know if they are concerned about my child's learning?

The class teacher would normally be the person who contacts you regarding your child's learning, but this could be done by the SENCo. This may be as part of the parent consultation evening or at any other time if necessary.

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

At Moulton Chapel Primary School we follow the model of :



5. How will extra support be allocated?

The SENCo and HT feel that there is already lots of extra support in place within our school. The amount of additional support a child receives will be dependent upon their needs and how much progress they have made. The level of support may change throughout the academic year following reviews of impact made by interventions. The interventions provided by the school are monitored and managed by the SENCo through the school provision map. This is reviewed in line with pupil progress meetings approximately every 6 weeks.

6. Who are the people providing support and services to the children at Moulton Chapel Primary School?

Who?	How and why?
Class teacher	Consult with your child to set targets based on your child's needs Responsible for ensuring the intervention is provided and its effectiveness monitored Clearly differentiating for your child's needs on daily planning
SENCo – Mrs Sexton	Can support with effective target setting Monitors the effectiveness intervention groups have through the provision map May complete referrals for external agency support Will lead review meetings and complete relevant paperwork
Teaching Assistants	Day to day support within the classroom (may be 1:1 or small groups) May provide additional support at other times Directed by the teacher to support target setting
Midday supervisors	May provide support for monitoring and supporting personal, social and emotional well-being of your children through playground games. Directed by teacher to support specific targets
SEN Governor – Mrs Nikki Fraser	Overseeing the provision for SEN within the school and reporting findings back to full governing body

External Agencies

COGNITION AND LEARNING (Learning Needs)	
Educational Psychologist –	Assesses and observes within the school setting to provide advice about educational needs. Can provide training for staff and parents
Specialist Teacher – Mrs Sally McNamara	Assesses within the school setting. The assessment then outlines the pupil's strengths and areas for development. Can provide training for staff and parents

COMMUNICATION AND INTERACTION (Speech and Language)	
Speech and Language Therapy Service (SALT)	Pupils can either be seen by appointment at the hospital or at school.
SOCIAL, EMOTIONAL AND MENTAL HEALTH	
Pathways	Assesses or observes within the school setting to provide advice
Counselling Services	Direct work provided to support the pupil's emotional and mental health needs
Child and Mental Health Service (CAMHS)	Support can either be provided by a paediatrician or by a more locally based team within the school
Social and Communication (including Autism) Outreach Service Working Together Team	Observes within the school setting to provide advice about social, communication and behavioural needs
MEDICAL, PHYSICAL AND SENSORY NEEDS	
Community Paediatrician (NHS)	They provide medical advice and can diagnose specific difficulties such as ADHD and Autism. Pupils would be seen by appointment at a local hospital
Teacher of the Hearing Impaired	They can provide advice to the school about how to best support a pupil with a hearing impairment
Teacher of the Visually Impaired	They provide advice to the school about how to best support a pupil with a visual impairment
Physiotherapist	The SENCo cannot refer directly to this service, but a referral can be made through the GP or paediatrician
Occupational Therapist	The SENCo cannot refer directly to this service, but a referral can be made through the GP or paediatrician

We as a school can also make a referral to:

- Paediatricians (up to the age of 11)
- Early Help Workers (to support with issues impacting on your child and the family)
- Child and Adult Mental Health Service (CAMHS)

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

- Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with the children in our school and therefore are better placed to support their emotional and social well-being development.

- All incidents of concerns are reported and communicated to the relevant members of staff. Mrs Sexton monitors these and reports back to the Governing body.
- All child protection issues are reported to either Mrs Lisa Sexton or Mrs Lesley Mackenzie
- We have a clear behaviour policy which is adhered to by all staff (please visit school website for full details)
- Circle time takes place in all classrooms to encourage and promote speaking, listening, empathy, working together, turn taking and following social rules.
- Staff have been trained and deliver the FRIENDS programme through PSE sessions.
- Signposting on our website takes parents and children through to LA Emotional wellbeing and Mental Health guidance.

Medical needs

- If your child has specific medical needs then please contact either the class teacher or the SENCo as appropriate plans can be put into action.
- If needed a healthcare plan can be written and is shared with all staff detailing the specific medical requirements your child has and how these can be best supported.
- If your child requires ongoing medication, please contact the school office and complete a medical administration form.

8. How will my child contribute their views?

IEP reviews	Your child will take part in reviewing their IEP targets. Their new targets will be made jointly with staff based around the advice from specialist teachers and services. These will be continually monitored and reviewed by your child and staff.
Continuity of staff	Where possible we will try to ensure that your child is supported by the same adult during their time in our classrooms. As they will spend either 2 or 3 yrs in each classroom this allows for the staff to provide continuity in support.
Ongoing record of their views	Your child's views will be gathered through pupil interviews on the interventions they have been part of allowing them to identify what was successful and inform future planning.

9. How will teaching be adapted for my child with SEND?

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 they will be removed from the class and taught separately. It simply means the teacher needs to use a range of strategies that will support your child's learning. At Moulton Chapel we support by:

Cognition and Learning	Different approaches to learning (Visual / Hands on) Different work expectations matched to their needs Different / extra resources Special Literacy / Numeracy programmes Nessy / Precision Teaching / Letters and Sounds / Beat Dyslexia/ Dyscalculia Toolkit / Word Wasp Extra adult support, group work, individual support
Communication and Interaction	Resources provided by Speech Therapy Services – First Call Social Skills games Communication skills games
Social, emotional mental health	De-escalation plans Social skills games Reward Strategies Bereavement games / workbooks
Medical, Physical and Sensory needs	Sensory Objects Specialist seating

Equipment and resources available to support:

Disabled toilet Shower facilities Ramp into main building
Specialist seating No steps inside building Coloured overlays
Yoropens Pencil grips Sand timers Sensory items
Calmers (squeeze balls) Changeable backgrounds on IWB Voice recorders
Visual timetables Visual cues Differentiated dictionaries / thesaurus
Spellcheckers Maths & Science dictionaries Reader Pen

10. How will progress be monitored?

The school tracks all pupils' progress very closely. Opportunities for feedback about your child's progress include:

Opportunity	Details	Frequency
Target consultation	Teacher and all pupils have a discussion around targets and areas of improvement. These could be included onto your child's IEP after discussion with the SENCo and STT.	At least once a term (6 weeks) but may be shorter or longer depending on your child's progress.

Pupil Progress meetings	Staff meet and discuss all children's progress with HT and subject leaders. Barriers to learning are discussed with interventions set for the following term	Every term
Assessment or observation feedback (agency led)	You will receive all reports written on your child from external agencies. You have the opportunity to discuss the contents of the report with the school SENCo or the agency.	Dependent on the need for the agency involvement
Report cards	School progress cards will be issued to your every term allowing you to keep track of your child's progress.	Every big term
Parent consultations	You will have the opportunity to discuss your child's progress during your parent consultation evenings	3x a year
General teacher feedback	If your child's class teacher has a specific feedback eg, a success or to discuss any other concerns, this will happen in between the above meetings	Dependent on the needs of your child
Home-school communication	It may be necessary to implement a manageable home school record book	Dependent on the needs of your child

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 an expected rate for *them* 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.

Our staff are available to discuss any concerns that you may have and parents are encouraged to not wait for specific times to discuss concerns, but to bring them to the teacher's attention when they arise.

11. How will I be involved in supporting my child?

Parents are given lots of practical ways of supporting their child's development in school and at home.

Advice is given about:

- Games for developing memory, spellings, maths
- Useful websites / apps
- Strategies for reading eg reading to your child, with your child, before they read to you

- Specific agency advice – could be games, organisational strategies (visual timetables etc), behavioural management strategies
- Letters to support referrals to paediatricians

12. How will we support your child during times of transition either to a new class or school?

Entry into Foundation Stage

If your child attends a pre-school/nursery, the SENCo there will normally inform us that your child will be joining us and that he/she has special educational needs. The SENCo at our school will then attend any meetings at the pre-school before they start school, so that we have a clear picture of your child's needs and what support they might need when they join us. If any support is needed, we will try to have it in place as soon as they start, for example any training or equipment. The SENCo will also speak with outside agencies involved to make sure that any advice is in place.

If your child has significant needs, they may need some extra visits to our Foundation Stage class in addition to those already provided.

Joining school at other times, e.g. mid-year

If your child joins our school at any other time in their school life and they have additional needs, their previous school should send us all their pupil information, which would identify that they have special educational needs. We will then initially rely on the information that they send us. It would be useful if you could tell us all about your child and their needs too. The information from the previous school should tell us what support has been in place at their previous school. We will use this information as a starting point, and try to provide similar support within a short space of time. If outside agencies are involved, the SENCo will contact them so that they continue to support your child in our school. This will often be through a review meeting to which you, the parent/carer, will be invited.

Moving from one class to another

When your child moves from one class to another, the two teachers (current and new) meet together to discuss each pupil. The current teacher will pass on any significant information to the new class teacher so they are kept fully informed. All pupils have an active learning mat showing the targets they are working towards and some have other support plans such as a Health Care Plan or De-escalation Plans, these are all passed on to the new teacher. All paperwork and any outside agency support reports are passed on to the new teacher so that they have a full understanding of the pupil, their needs and what support needs to be in place to help them. The SENCo will also ensure that new teachers and support staff are

informed about pupils with SEN so that there is a smooth transition between classes and support continues as soon as pupils start in their new classes in the new academic year.

Moving to another Primary School

If your child moves to a new school due to relocation, once we have been informed that they are on roll at their new school, we will send on any relevant paperwork, including documents such as IEPs and outside agency reports. The new school will then have all the relevant information needed to put support in place as soon as your child joins them. It is always helpful for you to also keep the new school staff informed and make sure that they have received the paperwork from us.

Moving to Secondary School

The SENCo at our school meets with all the secondary school SENCos during the final term of Year 6 to inform the new SENCo of all pupils with special educational needs and/or disabilities joining their school. Details of the pupil's needs are passed on to the new SENCo, along with details of what support has been in place at our school to help them. Our SENCo passes on information about any outside agencies that have been involved and all SEN paperwork is passed on, including documents such as IEPs and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

13. What support is there for parents of children with SEN?

Organisation	Telephone	Website / email
Lincolnshire County Council Support and Aspirations	01522 782030	http://www.lincolnshire.gov.uk/parents/support-and-aspirations/
Lincolnshire Customer Services	01522 782111	
Parent Partnership - LIAISE	0800 195 1635	www.lincolnshire.gov.uk/liaise
Parenting and Family Support	0808 800 2222	www.familylives.org.uk
Lincolnshire Parent Carer Council	0845 3311 310	www.lincspcf.org.uk
Gosberton House School Working Together Team	01775 840250	outreach@gosberton-house.lincs.sch.uk
Lincolnshire Centre Grief & Loss	01522 546168	www.lcgl.org.uk
Spalding Children's centre	01775 767475	spaldingCC@lincolnshire.gov.uk
Holbeach Children's centre	01406 426064	HolbeachCC@lincolnshire.gov.uk