



Special Educational Needs Information

At Uffington C of E Primary School we strive to support **all** children to enable them to achieve at school.

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

The benefits of our small school mean that all teachers know and understand each and every child as they progress through the school. Each child is an individual and special, and is treated as such from the Early Years to Year 6.

Our Special Needs Co-ordinator is Miss Shanie Waters

I am also the Senior teacher and Early Years class teacher. I have worked at Uffington School for the past twelve years and have taken on the SENCo role for the last three. Within this time I have successfully completed the National SENCo Award. Working with all children from the very start means that I get to know them and their families well. This enables me to work closely with any children with additional needs and their parents throughout the school.

Our Governor with responsibility for SEND is Mrs Olivia Sinfield

Mrs Sinfield is a parent of two children at Uffington Primary school and another who has recently moved on to secondary school. Mrs Sinfield and Miss Waters have worked together for the past two years with regards to Special Educational Needs throughout the school.

Roles and Responsibilities of the Special Needs Co-ordinator (SENCo)

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The SENCo is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEND.

We liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected.

We regularly have contact with a wide range of external agencies that are able to give more specialised advice.

If you have any concerns regarding SEN matters do not hesitate to contact us.

There are many SEN terms that are abbreviated which can lead to confusion (even for us!).

Below is a glossary of the most used SEN terms.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum 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
EHC	Education Health & Care plan
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
KS	Key Stage
LAC	Looked After Child
LA	Local Authority
LM	Learning Mentor
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
PPG	Pupil Premium Grant
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCo	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty

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TA	Teaching Assistant
TAC	Team Around the Child
STAPs	Specialist Teaching Applied Psychology service
VI	Visually Impaired

Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems of adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in *Support and aspiration: A new approach to special educational needs and disability: Progress and next steps* by:

- Replacing statements and learning difficulty assessments with a new Birth- to -25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

- The local offer outlines all services available to support disabled children and children with SEN and their families. This information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

What will it do?

- The local offer will provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard

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to Education, it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings.

Frequently Asked Questions

How does Uffington C of E Primary school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is made
- There is a change in the pupil's behaviour or progress

What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns.
- If you have further concerns, then please contact Miss Waters who is the SENCo.

How will I know how Uffington C of E Primary school support my child?

- Each pupil's education programme will be planned by the class teacher in conjunction with the SENCo. It will be differentiated according to the pupil's

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individual needs. This may include additional general support by the teacher or teaching assistant in class.

- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the school provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or the SENCo.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Headteacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for future support to be planned.
- Occasionally a pupil may need more expert support from an outside agency. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

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

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored by the class teacher on a regular basis and by the SENCo each term. IEPs will be discussed with parents at Parents' Evenings and a copy given to them.
- If appropriate, specialist equipment may be given to the pupil to assist learning.

How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings.
- You and your child will be invited to review meetings with your child's class teacher and Miss Waters. This will be an opportunity to review progress at home and at school and discuss the next steps
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office.

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How are the Governors involved, and what are their responsibilities?

- Although the Headteacher is responsible for the day to day running of the school, the Governing Body plays a key role in planning for the strategic development of the school; monitoring the curriculum, financial matters and the school premises, therefore the Governing body have an integral role in the running of our school.
- The SENCo reports to the Governors every term 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 SEN and meets regularly with the SENCo. The SEN Governor also reports to the governing body to keep all informed.

How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child.
- Miss Waters may meet with you to discuss how to support you with strategies to use if there are difficulties with a child's behaviour/ emotional needs.
- Programmes of intervention and support will be planned according to the child's needs.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.

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

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher and SENCo who are readily available for pupils who wish to discuss issues and concerns.
- Quiet spaces within school identified to create a safe place for children who need emotional support.

Pupils with medical needs:

- If a pupil has a medical need, a detailed Care Plan is compiled with support from medical professionals in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Staff receive specialist training delivered by medical professionals where needed.
- 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.
- All staff have basic first aid training, which is updated every 3 years.

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What specialist services and expertise are available or can be accessed by the school?

At times it may be necessary to consult with outside agencies to receive more specialised expertise. The agencies used by the school include:

- Autism Outreach Team
- Child Protection Advisors
- Educational Psychologist
- STAPs
- CAMHS
- APP (Attendance Advisory Practitioner previously known as Educational Welfare officer)
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Community Paediatricians
- School Nurse

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

What training do staff supporting children and young people with SEND receive?

- Specialist training is sought to help staff support children with their individual needs. Miss Waters will provide any information needed and support teachers and teaching assistants to gain the knowledge and understanding of new programmes and interventions through self learning.
- The school will support any training needed for adults supporting children with a specific need, for example staff have had training for medical purposes and Phonics interventions.

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

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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.
- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the trip.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements and will do all we can to ensure full access to the school building.

Facilities at Uffington School include:

- A disabled toilet facility
- Wide doors in some parts of the building

How will the school prepare and support my child when joining Uffington C of E Primary School or transferring to a new 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 school/setting prior to the pupil joining/leaving.
- All pupils attend a transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Miss Waters is always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- Miss Waters liaises 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 Miss Waters, the secondary school SENCo, the parents/carers and, where appropriate, the pupil.

How are the school's resources allocated and matched to the children's special educational needs?

- The school budget includes a sum of money to support children with SEND. The money is used to provide additional support or resources dependent on an individual's needs.
- Resources may include deployment of staff depending on individual circumstances.
- Intervention programmes have been purchased for specific needs, such as – RAPID Reading, RAPID Writing, First Class Number, Barrington Stokes reading

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books (Dyslexia Friendly), Handwriting 'Write from the Start' and Social and Communication games.

How is the decision made about how much support my child will receive?

- These decisions are made in consultation with class teacher and Headteacher and SENCo. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, then other interventions will be arranged.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- During Parents' Evenings
- During discussions with Miss Waters or other professionals
- Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated.

Do you as a school have any experience of working with children with a specific Special Educational Need?

- Uffington School have had experience of working with a variety of children with many different needs including, Dyslexia, Dyspraxia, Communication and Language difficulties, Behavioural difficulties, Aspects of Autism and Asperger's Syndrome.
- Information, advice, assessments and training is always sought depending on the need.

What do I do if I am unhappy with support for my child's Special Educational Needs?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with school staff.

The school has a formal Complaints Procedure; copies are available from the school website or the office.

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If a complaint relates to decisions made by the local authority, parents and young people can appeal to The Special Educational Needs and Disability (SEND) Tribunal in relation to children's assessments and Education, Health and Care Plans, following contact with a mediation adviser.

Parents and Young People can appeal about:

- A decision by a local authority not to carry out an EHC needs assessment or re-assessment;
- A decision by a local authority that it is not necessary to issue an EHC plan following an assessment;
- The description of a child or young person's SEN specified in a plan, the special educational provision specified, the school or other institution or type of school or other institution (such as mainstream school / college) specified in the plan or that no school or other institution is specified;
- An amendment to these elements to the plan;
- A decision by a local authority not to amend an EHC plan following a review or re-assessment;
- A decision by a local authority to cease to maintain a plan.

Who can I contact for further information?

We hope these have answered any queries you may have but please do not hesitate to contact the school if you have further questions.

Lincolnshire County Council Additional Needs

<http://www.lincolnshire.gov.uk/parents/schools/sen>

The Lincolnshire County Council Local Offer can be accessed at:

www.lincolnshire.gov.uk/localoffer

Lincolnshire Parent Partnership Service

Tel: 01522 553351

Lincolnshire Special Needs Services Group

Tel: 01522 553332

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