

Special Educational Needs Information Report



Uffington
Church of England
Primary School

Our Vision

We are a family-orientated school where everyone is welcome, a place where we strive to provide the best possible education in a caring Christian environment; an education that allows everyone to flourish and have the confidence to make a positive contribution. We seek to develop the individual strengths of everyone within our school community, where each unique personality can be recognised and valued.

Our Christian values underpin everything we do: Thankfulness, Kindness, Forgiveness, Fairness, Friendship, Trust, Hope and Inclusion are key priorities for all pupils and adults in our school.

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 Governor with responsibility for SEND is Mr John Baldwin

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Challenging the schools SEND department to ensure ALL children are reaching their full potential.

Special Needs Co-ordinator (SENCo) - Miss Shanie Waters

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and action plans to make sure all children get a consistent, high quality response to meeting their needs in school. This includes developing and monitoring the schools graduated response of support for our SEND pupils and supporting the assessment of progress and impact.

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- Ensuring the changes under the SEND Code of Practice 2014 are implemented in line with the schools SEND Development Plan.
- Ensuring that parents are: involved in supporting their child's learning
-kept informed about the support their child is getting
-involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of the child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the schools SEND provision.
- Applying for additional support and funding where necessary for our most vulnerable children
- Coordinating Learning Support Assistants and Teaching assistants to ensure the best support is given to the children on the SEND register and those with Education, Health and Care Plan

Head teacher – Mrs Helen Simms

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- Giving responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Support the school SENCO in terms of budgeting the SEND provisions.

If you have any concerns regarding SEN matters do not hesitate to contact us via the school office – enquires@uffingtonprimary.co.uk
01780 756236

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 Birth- to -25 Education, Health and Care Plan, extending rights and protections to young people in further education and

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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.

There are many SEND terms that are abbreviated therefore we also have a chart explaining any acronyms and abbreviations on our school website.

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.

To access the Local Offer, please click [here](#).

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 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 adapted according to the pupil's 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

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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 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 Head teacher 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 adapted by the class teacher to enable them to access the curriculum.
- 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 support plan. We use a cycle of Assess, Plan, Do and Review. Once children have been identified and the needs have been assessed staff will plan the support which will be delivered and then review at least three times per year.

A diagnosis does not necessarily automatically mean that a child will be referred to the SEND register. If your child does not have a diagnosis but is experiencing difficulties in school a referral to the SEND register may still be considered appropriate and support will be planned to meet the needs of the individual child. We will never make assumptions about children based on a diagnosis and we do not base support solely on a diagnosis, all provision is based on individual needs and learning styles.

There are four broad areas of need that we provide for. These are;

a) Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

b) Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

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Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

c) Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

We follow processes set out in our “Behaviour Policy” and “Positive Handling Policy” to support children and young people, so it does not adversely affect other pupils.

d) Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

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.

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

- Although the Head teacher 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 name 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.
- As part of the monitoring cycle the SEND governor joins the SENCo once a year for a SEND Learning walk.

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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.

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:

Education –

- Lincolnshire County Council SEND Team
- Working Together Team (WTT)
- Specialist Teaching Team (STT)
- Sensory Education Support Service (SEST)
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Behaviour Outreach Support Service (BOSS)
- Pupil Re-integration Team (PRT)
- Healthy Minds
- Educational Psychologist (EP)
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Health

- Children and young people's nursing team
- Physiotherapist
- Occupational therapist

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- Health visitor
- Child adolescent, mental health service (CAMHS)
- Social Services
- Community Paediatricians
- Local GP's

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, Phonics interventions, autism awareness and Lego therapy.

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.
- 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?

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- 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 may and training may be purchased for specific needs.

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

- These decisions are made in consultation with class teacher and Head teacher 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 Support Plan or Behaviour Plan 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, specific medical needs and Autism.
- 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.

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;

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- 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.

Local authorities have a statutory duty to develop and publish a Local Offer, setting out in one place information about the support they expect to be available in their area across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have EHC plans.

To access the Local Offer, please click [here](#).

Some useful websites and support groups:

www.barnardos.org.uk – information for parents around Special Educational Needs advice.

www.ipsea.org.uk – information for parents around Special Educational Needs advice.

www.specialneedsjungle.com – general resources for parents around Special Educational Needs advice.

www.talkingpoint.org.uk – site to support parents and children with speech and language difficulties.

www.cerebralspalsy.org.uk – site to support parents and children with cerebral palsy.

www.autism.org.uk – site to support parents and children with autism.

www.ADHDfoundation.org.uk – site to support parents and children with ADHD.

www.dyspraxiafoundation.org.uk – site to support parents and children with dyspraxia.

www.bdadyslexia.org.uk – site to support parents and children with dyslexia.

www.downs-syndrome.org.uk – site to support parents and children with downs syndrome.

www.rnib.org.uk – site to support parents and children with sight difficulties.

www.ndcs.org.uk – site to support parents and children with hearing difficulties.

www.youngminds.org.uk – site to support children with social, emotional and mental health difficulties. Young minds Parent Helpline: 08088025544.

www.lincspcf.org.uk - a registered charity that represent parents and carers of children with disabilities and Special Educational Needs.

www.camh.org.uk - Child and Adolescent Mental Health Service

Working Together Team Helpline: 01775 840250 (Parent Helpline is available during school hours)

www.lincolnshire.gov.uk/fsd - Lincolnshire Family Services Directory.

www.lincolnshire.gov.uk/liaise - SEND information, advice and support.

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