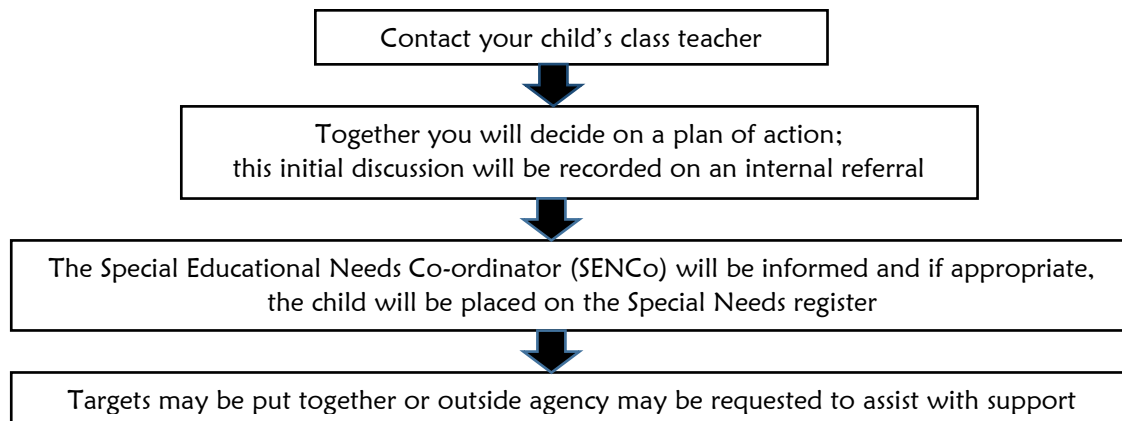


Special Educational Needs at Eagle School

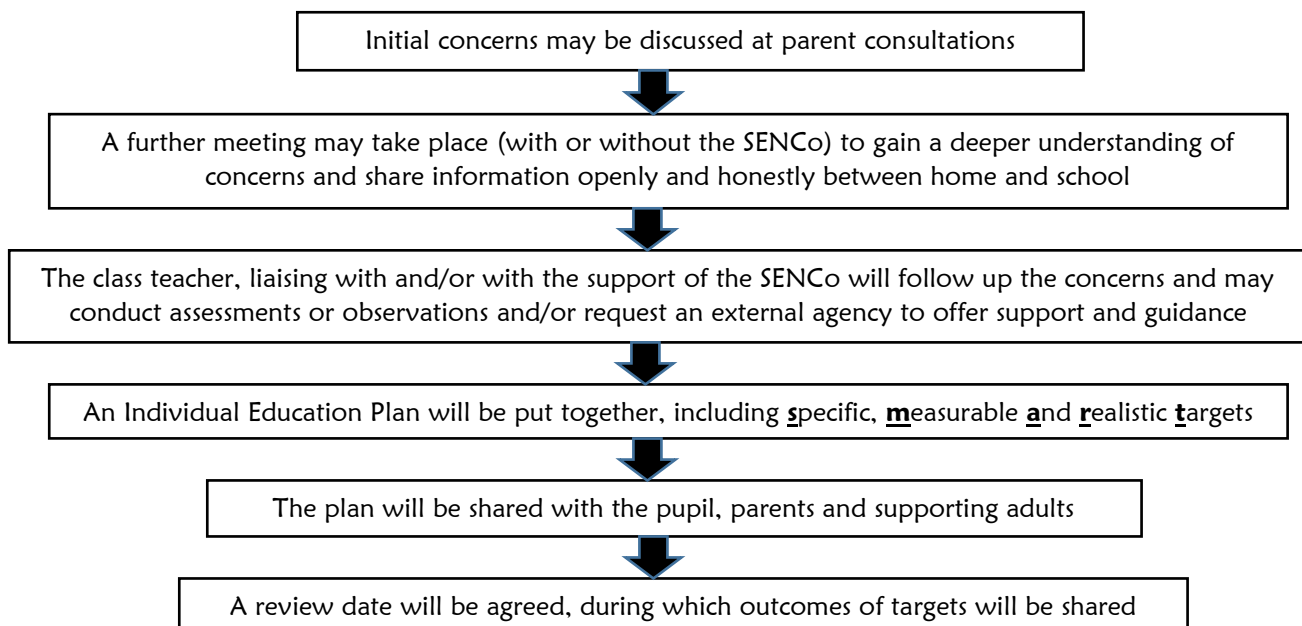
1. What should I do if I think my child has special educational needs (SEN)?



Special Educational Needs Co-ordinator (SENCo): Mrs Hayley Adams

Special Educational Needs Governor: TBC

2. How will school respond to my concern?



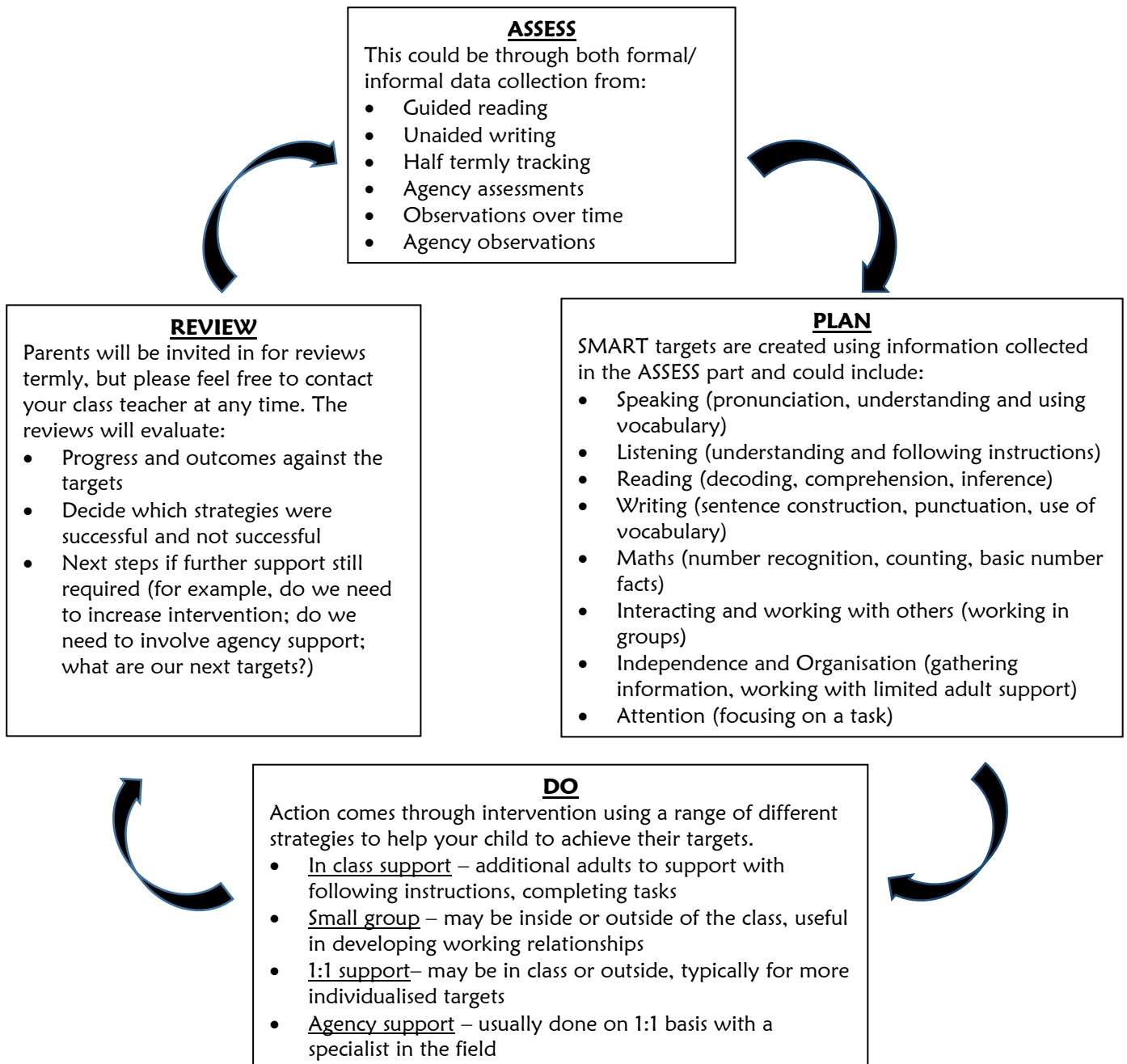
3. How will the school decide if my child needs extra support?

Decisions are made based on a variety of factors, including:

- Adult observations over a period of time by class teacher, teaching assistants, midday supervisor
- In-house assessments may be relevant
- Monitoring of data, reflecting on patterns of progress across the termly data returns
- Parental involvement in order to keep the lines of communication open between home and school
- Pupil discussions in respect of issues, challenges or concerns based on academic, communication, social, emotional, behavioural or physical aspects of learning

4. What will school do to support my child?

Your child will have targets set and their progress will be monitored by the class teacher, however they may receive support from Teaching Assistants, other teachers or agency support workers. The process of providing support is:



The intervention is managed and monitored by the SENCo through the 'Provision Map' for the school.

This includes:

- Intervention for individuals and where applicable 'groups' for specific needs for each year
- Overview of pupils in receipt of agency support
- Responsibility for delivering the intervention
- Frequency and duration of intervention
- Resources required for intervention
- Details of the intervention
- Data to track the effectiveness of the intervention

Above and beyond targeted support for individual targets, we offer a range of structured intervention, including:

Cognition and Learning	Language and Communication	Personal, social and mental health	Physical need
Dyslexia screening Toe by Toe (<i>reading</i>) Precision Teaching	British Sign Language First Call (<i>encouraging the use of vocabulary</i>)	1:1 Emotional Support (<i>using stories and games to promote positive interactions and managing feelings</i>)	First Move (<i>scissor skills, strengthening exercises, handwriting</i>)

5. Who will support my child in school?

Many people may be involved in providing support for your child, including:

Who?	How and Why?
Class Teacher	<ul style="list-style-type: none"> • Sets targets based on your child's needs • Responsible for monitoring the effectiveness of intervention provided
SENCo	<ul style="list-style-type: none"> • Can support with effective target setting • Monitors the effectiveness intervention • Complete referrals to agency support • Lead review meetings and completes relevant paperwork
Teaching Assistant	<ul style="list-style-type: none"> • Day to day support (1:1 or in a small group) • Additional intervention (eg handwriting, reading, scribing, basic maths) • Directed by the teacher to support the targets set • Support for specific targets through Precision Teaching
1:1 Emotional Support	<ul style="list-style-type: none"> • Support for specific areas of concern/issue for self confidence • 1:1 discussion focused on managing anxiety, emotions, friendships
Midday supervisors	<ul style="list-style-type: none"> • Support for personal, social and emotional needs through playground games, initiating play, forming friendship groups
Administration	<ul style="list-style-type: none"> • Update your child's special education need on the central record
Additional agency support	<ul style="list-style-type: none"> • Complete assessments or observations • Provide details regarding your child's needs • Support with target setting • Involved in the review process and deciding next steps
SEND Governor	<ul style="list-style-type: none"> • Overseeing the provision for SEN

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

Head Teacher SENCo	Child Protection SENCo Accreditation (Masters Level) PSHE Accreditation (Masters Level), with National Recognition Introduction to Counselling
Senior Teacher	Child Protection PSHE Accreditation
Teaching Assistant	Senior Teaching Assistant Early Years Specialist Paediatric First Aid
Teaching Assistant	Paediatric First Aid British Sign Language Precision Teaching Addacus Phonics Support
Teaching Assistant	British Sign Language Phonics Support
SEND Governor	TBC

All staff have had training for:

- Safe guarding and E-safety
- Team Teach (behaviour management)
- Dyslexia Friendly Schools
- First aid

7. Who else might be involved in supporting my child?

We can access a range of external agencies to support your child if needed:

Name	Agency	Time in school	Support available	Age of children
Mary Mullin	Educational Psychologist	15 hours over the year	Assessment for learning Observations Target setting Support with paperwork	All ages
Eleanor Smith	Speech and Language Therapy	3 times a year	Assessments of speech difficulties and language acquisition Direct teaching	Up to 7 years
St Christopher's	Social, communication outreach	As applicable	Observations and target setting to support children with social, communication difficulties, including those with Autism	All ages

We can also make referrals to:

- Paediatricians
- Family Action workers (to support with issues impacting on your child and the family)
- Child and Adult Mental Health Service (CAMHs)
- Education Welfare Service

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

Pastoral and Social Support:

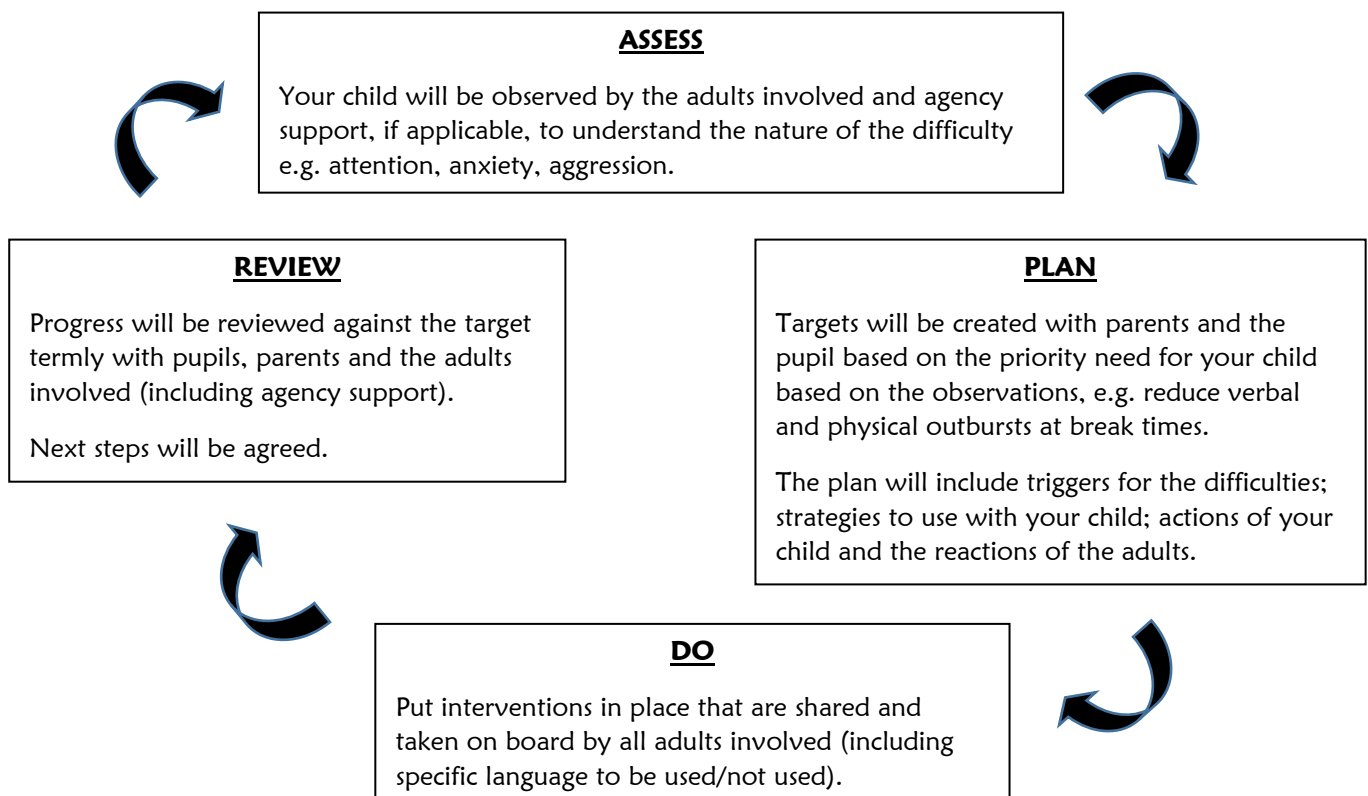
- Our small size allows Teachers, Teaching Assistants and Midday Supervisors build up strong, knowledgeable relationships with children to support their emotional needs
- Any incidents are communicated to the relevant members of staff and recorded in the school Incident Log which is monitored termly to note any patterns
- All child protection issues will be reported to the Head Teacher, or in her absence the Senior Teacher, who are both trained to deal with and report concerns to the Customer Service Centre
- Our Behaviour Policy based on our Rights and Responsibilities to teach, learn, be safe and be respected is adhered to by all staff and visible around the school
- Personal, social and emotional development is planned for across the school, including activities such as; social stories, circle time and sharing experiences covering a wide range of content based on the SEAL (Social and Emotional Aspects of Learning) programmes of study
- Circle time is used specifically at times as intervention to promote speaking, listening, empathy, working together, turn taking and following social rules
- Our Play Leader structures activities for children to join in with across the lunch hour, which focus on physical activity, working together, turn taking and following social rules

Medical Needs

- If your child has specific medical needs then please contact either your class teacher or the SENCo so appropriate plans can be put into action
- If needed a 'care plan' will be written to inform all staff of the specifics of the condition and what should be done to support the needs of the child
- If your child requires ongoing medication, please contact the school office to make arrangements, which will include lockable storage for all medicines

Support for Behaviour (including attendance and exclusion):

If your child has specific difficulties regarding behaviour they may have a behaviour plan. This will follow the ASSESS, PLAN, DO, REVIEW process:



If behaviour issues continue despite intervention, a multi-agency meeting (including all adults and agencies involved) may be arranged to discuss next steps to avoid exclusion

If concerns arise regarding your child's attendance, an Education Welfare Officer may be asked to become involved as per the attendance policy (please refer to website)

9. How will my child be involved in the process and be able to contribute their views?

Review meetings	Your child can be asked for their thoughts regarding their progress towards their targets, what strategies have worked well, what they think they may need support with next
Continuity of staff	As much as possible, your child will be supported by the same adults so they can develop an effective relationship over a significant period of time
Ongoing record of views	Your child's view will be recorded throughout the interventions to judge their engagement and progress to inform future planning
Use of social stories, concept cartoons, pictures	These can be used for individual children during emotional support sessions to help them understand how to manage their emotions or behaviours in a certain situation, e.g. anxieties about coming to school, acceptable behaviour on the playground

10. 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 they use a range of different strategies to support the child's learning:

Using ICT to record e.g. alternatives to writing	Using ICT to support learning e.g. basic skills apps	Use of Talk Partners e.g. sharing ideas; peer learning	Using drama techniques e.g. using hot seating, freeze framing
Using concrete apparatus e.g. practical resources in maths; magnetic letters for spelling	Use of seating for learning e.g. careful positioning on the carpet/at tables; position near an adult	Use of visual aids e.g. visual timetables; displays; working walls; word mats	Using thinking skills e.g. making links between learning in different contexts
Use of different groupings e.g. mixture of ability and mixed ability dependent on the subject	Use of school council in Pupil Voice e.g. representing the class; contributing ideas to improve school life	Use of pre-learning e.g. sharing key points of the learning prior to the lesson so your child is more prepared	Use of Project curriculum e.g. immersive, purposeful project-based learning on a focus topic

11. 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:

Opportunity	Details	Frequency
Review meetings	As stated in section 4	Termly
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.	Termly
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 manageable 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 will always make themselves available to discuss any specific issues at an appropriate time arranged via the school office or informally face-to-face at the end of the school day

12. 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:

- National curriculum levels
- P Scales (PIVATs) – steps before the National Curriculum for children in Year 1 and above
- Early Learning Goals – for children working within the Foundation Stage
- Reading and Spelling age assessments
- Standardised assessments (completed by Educational Psychologist) to give 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 talk partners to share ideas
- Individual targets through a personalised plan

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 schools have to legally follow which will bring together the education, medical and social care needs (as appropriate) of your child.

13. How will my child be included in activities outside the classroom including school trip?

We frequently use educational visits and residential trips (in Year 5/6) to enhance the learning in the classroom and make it 'come to life'. We will always include your child on a visit, ensuring any specific needs they have are taken into account with our risk assessment. If you wish to support your child during a visit, please contact your class teacher. Dependent on the needs of your child, you may be asked to support them on an educational visit.

All children have an equal right to attend our extra-curricular clubs.

14. How accessible is the school environment?

To support your child in access the school facilities we have:

- Ramp access into school via classroom 4
- Two large, disabled toilet areas
- Support to communicate with English as an additional language (EAL) parents would be provided by the Ethnic minority service
- Access to state-of-the-art ICT equipment (including iPads, laptops, digital recording media)

15. How will the school prepare and support my child to join the school?

We have strong links with our main feeder nurseries and to ensure a smooth transition:

- Our class teacher visits playgroup and meets regularly with playgroup staff
- Staff take part in playgroup events including coffee mornings, plays, sports events
- We arrange 'stay and play' and storytime visits into school throughout the year for pre-reception pupils
- Receive and use relevant paperwork from nursery e.g. your child's learning journey, any SEN or medical information (where applicable, join the setting for SEN review as part of transition)
- Arrange a programme of visits before your child starts school, including opportunities for your child to meet some of the children currently in their class
- Hold a 'Parents meeting' in the summer term with your child's class teacher before they start school to get information about how the school runs, the order of the day and chance to visit your child's classroom
- Signpost activities at the nearest Children's Centre, eg: 'getting reading for school peep'

Transition between year groups/schools also involves:

- Sharing of information between class teachers (including paperwork, successful strategies)
- Class swap/Visit days where your child will meet their new teacher
- Parent consultations termly to meet your child's teacher

16. How will school prepare and support my child to transfer to secondary school?

We understand the transfer to secondary school can be a daunting time for everyone and maybe even more so if your child has SEN, therefore:

- Provide information about the needs of your child to their transferring school through face to face meetings, paperwork, emails, etc
- Complete transition booklets to support your child in becoming familiar with the new routines of the school, e.g. maps, timetables, photos of key members of staff
- Organise additional visits to the school
- Invite the SENCo's from the secondary schools to come to the last review meeting of Year 6

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

Parents are given a lot of practical ways to support their child's development in school and at home, for example:

- Games for developing memory, spellings, maths
- Useful websites and apps
- Strategies for reading, e.g. reading to your child, with your child, before they read to you
- Specific agency advice, such as games, organisational strategies (e.g. visual timetables), behaviour management strategies
- Letters to support referrals to Paediatricians

Parents are always encouraged to support within school through:

- Donating spare time, e.g. to listen to readers, check spellings
- Share your own talents, e.g. art, sports, career advice
- Share your knowledge our child, e.g. through review meetings, parent consultations
- Joining us to celebrate success, e.g. talent days, music events, craft afternoons, art exhibitions

18. How can I access support for myself and my family?

Useful organisations include:

Organisation	Telephone	Website/Email
LCC Support and Aspirations	01522 782030	http://www.lincolnshire.gov.uk/parents/support-and-aspiration/
Lincolnshire Children's Services	01522 554673	
Parent Partnership	01522 553351	www.lincolnshireparentpartnership.org.uk
Parentlineplus	0808 800 2222	www.parentlineplus.org.uk
PAACT (Autism Support)		paactsupport@hotmail.co.uk
Lincolnshire ADHD Support Group	01522 539939	lincoln.adhd@btconnect.com
EMC Services Equality for Minority Communities	01427 787190	emc_lincs@lincolnshire.gov.uk
Family Action	01522 69010	lincoln@family-action.org.uk
Lincolnshire Centre Grief & Loss	01522 546168	
North Hykeham Children's Centre	01522 694093	www.lincolnshire.gov.uk/OrganisationDetails.aspx?orgcode=1009368 lynda.whitton@lincolnshire.gov.uk

The Lincolnshire County Council Local Offer can be found at:
<http://www.lincolnshire.gov.uk/parents/support-and-aspiration/>
This contains information regarding the SEN provision across the county

19. Who can I contact for further information?

If you require any further help or support, please contact:

- Your child's class teacher as first point of contact
- SENCo