



What is 'Special Educational Needs and Disability'?

A Special Educational Need and Disability (SEND) is a difficulty or barrier that affects a child's ability to learn and to access the curriculum. It may be appropriate for a pupil with SEN to access provision which is 'additional to, or otherwise different from' the educational provision made generally for pupils of their age.

A Disability is a long-term health condition which causes a difficulty or barrier to learn or to access the curriculum.

SEN is identified under the following categories:

- SEN Support
- Pupils requiring support above and beyond a 'normal, differentiated classroom' are identified as SEN support which outlines their additional needs and how their needs can be met.

Education Health Care Plans

Where individual need is recognised to be complex or requires a greater level of provision the academy will look to complete an application for an Education, Health and Care Plan (EHCP). The EHC plan outlines a child's special educational, health, and social care needs.

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

In the first instance contact your child's class teacher or alternatively the school's SENCo, Miss Robinson.

2. How will the school respond to my concern?

Following contact with the class teacher if there is a cause for concern the SENCo, Miss Robinson will look into your child's difficulties. Following this a meeting may be arranged if necessary to discuss the next steps in supporting your child.

All information will be shared with home via a telephone call and/or meeting.

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

Reading, writing and maths are assessed regularly, and the class teacher monitors progress in these areas.

Class teachers may decide, based upon your child's progress, that additional intervention may be needed.

This may be delivered in the classroom or through 1:1 withdrawal.

We will follow the Assess – Plan – Do – Review model, please see the next page.

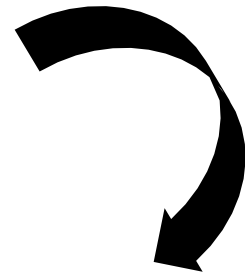
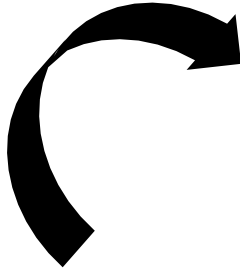
ASSESS

This could be through formal data collection from:

- Reading Assessments
- Unaided writing
- Maths assessments

Agency assessments (see section 7) This could be informal through:

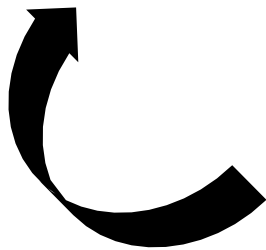
- Observations over time
- Agency observations (see section 7)



REVIEW

Targets will be reviewed, with the pupils. Parents will be invited in for reviews 3 times an academic year, but please feel free to contact your class teacher at any time. The reviews will evaluate:

- Progress against the targets
- Decide which strategies were successful and not successful
- Next steps – is further support still required? Do we need to increase intervention? Do we need to involve agency support? What are our next targets?
- Pupil voice



PLAN

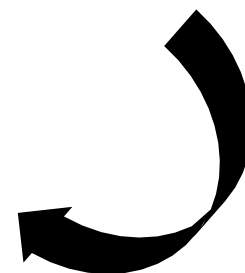
• SMART targets are created using information collected in the ASSESS part.

- Targets could include:
 - Speaking (pronunciation, understanding and using vocabulary)
 - Listening (understanding and following instructions)
 - Reading (decoding, comprehension, inference)
 - Writing (sentence construction, punctuation, use of vocabulary)
 - Maths (number recognition, counting, basic number facts)
 - Interacting and working with others (working in groups)
 - Independence and Organisation (gathering information, working with limited adult support)
 - Attention (focusing on a task)
 - Support for Social, Emotional and Mental Health (see Mental Health provision map for more details.)

DO

Using a range of different strategies to help your child to achieve their targets. This intervention could include:

- In class support – class teacher, additional adults or peers to support with following instructions, completing tasks.
- Small group – may be inside or outside of the class, useful in developing working relationships.
- 1:1 support – may be in class or outside, may be used for more individualised targets, reading, spelling, social stories etc.
- Agency support – usually done on 1:1 basis with a specialist in the field (see section 7).



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

If a pupil has been identified as having a barrier to their learning, additional support will be provided to give them the opportunity to make progress. The SEN Code of Practice (2015) identifies four categories of need within SEN.

Your child’s need may come under one or more of these areas. For example:

Cognition And Learning	Communication And Interaction	Social, Emotional Mental Health	Sensory And / Or Physical
Learning at a slower pace than their peers Moderate Learning Difficulties Severe Learning Difficulties Specific Learning Difficulties such as dyslexia, dyscalculia, etc	Difficulties in communicating with others Difficulties with social interactions Difficulty saying what they want to, understanding what is said to them, not understanding social rules of communication Pupils with Autism are likely to have difficulty with social interaction	Emotional wellbeing and mental health Attachment disorder Attention Deficit Hyperactivity disorder (ADHD) or Attention Deficit disorder (ADD)	Vision impairment Hearing impairment Physical disability

The support available will vary dependent on your child’s needs.

Some examples of the structured intervention we can deliver when a specific need is identified, include:

Cognition and Learning	Communication and Interaction	Social, Emotional Mental Health	Sensory and/or Physical
Precision Teaching (reading and spelling) Toe by Toe (reading) GL Ready Dyslexia Screener IDL Maths: Plus One and Power of Two	Social and communication groups Social Stories Lego Therapy . Feelings Detective CBT	Nurture groups (using circle time, stories and games to promote positive interactions and managing feelings)	Motor skills (scissor skills, strengthening exercises, handwriting) Sensory Circuits

5. Who will support my child in school?

All staff will support your child and ensure lessons are appropriately differentiated. Progress will be monitored by the child’s class teacher, the SENCo and the Senior Leadership Team.

Additional support may be delivered by a Teaching Assistant or Teacher.

Who?	How and Why?
Class Teacher	Sets targets based on your child's needs Responsible for ensuring the intervention is provided and its effectiveness monitored
SENCO (Miss L Robinson)	Can support with effective target setting Monitor the effectiveness of support and intervention through the use of provision maps for each year group May complete referrals to agency support Will support in review meetings and complete relevant paperwork
Teaching Assistants	Day to day support within the classroom May provide additional intervention Directed by the teacher to support the targets set
SEN Support Assistant (Mrs N Holmes)	Works closely with the SENCo to support in the facilitation of: agency meetings, review scheduling, supporting with parent queries
Nurture Leader (Miss N Fox)	Leads Personal, Social and Emotional intervention groups across all year groups (focused on managing anxiety, recognising and managing emotions, forming friendships etc.) Works collaboratively with teacher and SENCo to set targets
Behaviour Leader (Mr Griffin)	Supports behaviour across school. Social and Emotional intervention groups across all year groups. Works collaboratively with teachers and SENCo.
Family Support (Miss C Howlett)	Leads family support provision. May complete referrals for appropriate outside agency support. Will lead TAC meetings and complete relevant paperwork. Available to support parents with any home/ family concerns.
ELSA TA (Miss Rattew)	Leads Emotional Literacy across the school and provides 1-1 intervention for children who struggle to understand their emotions and respect the feelings of others. Works collaboratively with teachers and SENCo.
MeLSA TA (Mrs J Lewis)	Supports children to become independent learners. Conducts observations to identify barriers to learning and provide evidence-based strategies. Works 1-1 with children to build trusting relationships and apply strategies. Works collaboratively with teachers and SENCo.
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
Additional agency support	May complete assessments or observations to support with further details regarding your child's need Will support with target setting Will be involved in the review process and deciding next steps
SEN Governor (Mrs Nikki Meggett)	Overseeing the provision for SEN

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

Miss Robinson (SENDCo)	NPQ SENCO (ongoing)
Mrs N Holmes (SEN Support Assistant)	Level 3 Teaching Assistant –Supporting Pupils with Individual Needs
Miss N Fox (Nurture Lead)	Mental Health First Aider
Miss N Rattew (ELSA TA)	Emotional Literacy Support Assistant Qualification
Mrs J Lewis (MeLSA TA)	Mediating Learning Support Assistant Qualification
Mr J Beaven (Head Teacher)	Mental Health First Aider, Senior Mental Health Lead
Mrs A Cross (Deputy Head Teacher, DSL)	DSL, SENDCO Award, Mental Health First Aider

Alongside formal qualifications staff regularly undertake training in a variety of areas including but not limited to Safeguarding, Autism, diabetes, allergies, behaviour support.

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

A variety of external agencies may become involved with your child e.g. Educational Psychologist. We utilise a variety of external agencies such as Educational Psychologists, counsellors, Behaviour Outreach Support Service, Speech and Language Therapy, The Mental Health Support Team and Working Together Team.

We can also make referrals to:

- Paediatricians –if appropriate
- Early Health Assessments /Team Around the Child (TAC)/ Child Protection
- Early Help Workers (to support with issues impacting on your child and the family)
- Child and Adolescent Mental Health Service (CAMHs)
- Healthy Minds
- Grief and Loss (for bereavement)
- Visual Stress Clinic

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

Pastoral and social support:

- Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs.
- All incidents are communicated to the relevant members of staff and recorded on Sleuth or CPOMS (safeguarding) if applicable
- All child protection issues will be reported to Mrs A Cross (DH and DSL)
- We have a clear behaviour policy which is adhered to by all staff (please visit the school website for a copy).
- We have a Support Team for Additional Needs (STAN) who meet weekly to work collaboratively to support children in need of extra pastoral and social support.
- Intervention for personal, social and emotional development are planned for targeted groups of children by STAN. The content of this will vary dependent on the needs of the children. Stories, circle time and sharing experiences form a staple part of the group.
- Circle time happens in every classroom to promote speaking, listening, empathy, 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 SENDCo so appropriate plans can be put into action.
- If needed a 'care plan' can 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 on going medication, please contact the school office and complete a medicine administration form. All medicines will be stored in a storage box within the locked medical cupboard. According to our medicine administration policy school is able to administer EpiPens and inhalers in an emergency. Any other medication must be administered by parents.

Support for behaviour (including attendance and exclusion):

If your child has specific difficulties regarding behaviour they may have a Pastoral Support Plan (PSP). This will follow the ASSESS, PLAN, DO, REVIEW process:

ASSESS

Your child will be observed firstly by the adults involved in school (a member of our STAN and/ or the SENDCo) to understand the nature of the difficulty, e.g. attention, anxiety, aggression. If appropriate, a Boxall Profile assessment will be carried out in discussions with the class teacher to set individual targets. Sometimes, in addition to the above, agency support will be requested if appropriate (generally BOSS or the Educational Psychologist) to support with target setting and strategies.

REVIEW

Progress will be reviewed against the target after approx. 8 weeks with pupils, parents and the adults involved (including agency support where appropriate).
Next steps will be agreed.

PLAN

Specific targets, which are a priority need for your child, based on the observations and assessment will be set.
The plan will include triggers for the difficulties; strategies to use with your child; actions of your child and the reactions of the adults.
Targets will be created with parents and the pupil.

DO

Put interventions in place that are shared and taken on board by all adults involved (including specific language to be used/not used).

- If behaviour issues continue despite intervention, a multi-agency meeting (including all adults and agencies involved) may be arranged to discuss next steps and a Pastoral Support Plan (PSP) will be written by the SENDCo and class teacher to avoid exclusion.
- Family support, with the provision of Team Around the Child (TAC), maybe offered to support the child and family.
- If concerns arise regarding your child's attendance, an Education Welfare Officer may be asked to become involved as per the attendance policy.

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

All pupils will be invited to contribute towards their Individual Learning Plan either before or at the reviews, as well as the Annual review process if appropriate.

Pupils will also be an integral part of the action planning process with their class teacher.

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

All pupils will receive an appropriately differentiated curriculum. High quality teaching, which is delivered to meet every pupil's needs, is the first wave of intervention. Staff will plan and differentiate accordingly.

This may include:

- Specific resources and strategies will be used to support your child individually and/or in groups.
- Use of talking partners e.g. sharing ideas; peer learning
- Use of visual aids e.g. visual timetables; displays; working walls; word mats
- Use of different groupings e.g. mixture of ability and mixed ability dependent on the subject
- Use of pre-learning e.g. sharing key points of the learning prior to the lesson so your child is more prepared
- Specially trained support staff can implement the teachers modified/ adapted planning to support the needs of your child where necessary.

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are differentiated to enable your child to access their learning as independently as possible.

11. What opportunities will there be for me to discuss my child's achievement? How will I know how well my child is progressing?

- Your child's progress is continually monitored by their class teacher.
- Their progress is reviewed formally every term and assessed in reading, writing and maths as well as progress in other areas e.g. engagement in learning, behaviour etc.
- Children on the SEN register will have a review of their individual targets and discuss progress they have made with these three times over the year. (Usually November, March and June)
- Your child's teacher will always make themselves available to discuss any specific issues at an appropriate time. Please contact them to arrange a mutually convenient time.

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.

- Age-related expectations and scaled scores
- 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, self-assessment against targets, use of talking partners to share ideas
- Individual targets – Individual Learning 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 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?

Pupils are included on trips and school activities as far as possible. Appropriate support is put in place to ensure the trip is accessible for pupils. School may ask a parent to accompany them on a trip to as part of a risk assessment.

14. How accessible is the school environment?

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

- Ramp access to the school via the main entrances
- A disabled toilet
- Support to communicate with English as an additional language (EAL) pupils
- Access to ICT equipment (including iPads)
- STAN provides support and nurture for children who require the extra meet and greet in a morning.

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

We have very strong links with our feeder infant schools and to ensure a smooth transition:

- We arrange events prior to you choosing Westgate to see if it is the right school for your child e.g. In September, Y3 staff and some children go to the feeder schools to complete a create activity, introduce themselves and do questions and answers.
- In November, Y2 families are invited to an Open Evening at Westgate where staff and children have interactive activities for the children to try.
- After your choice is made, we invite the children to 3 more activities: a morning of Creativity and PE, a whole day – New Intake Day – with their class mates and new teacher and a visit to Rand Farm.
- We work on class lists with the feeder schools to ensure that all children have friends within their class and the classes are balanced.
- Teachers and teaching assistants visit the feeder schools to chat to the children and adults, to answer questions and to find out about children's strengths and areas to develop.
- Much paperwork and data is exchanged e.g. assessment data, Individual Education Plans for children with additional needs, medical information etc
- Children with additional needs who may need extra visits are able to visit at the convenience of the feeder schools.
- On New Intake Day, a Parents' Meeting is held. Information is explained and a prospectus distributed. Parents visit their child's new class, meet the teacher and teaching assistant and have the opportunity to meet other key members of staff such as the SENCo and STAN.
- The SENCos and Family Support Workers from the feeder schools and Westgate liaise closely to ensure a seamless transition. Where possible, staff from Westgate attend TAC, SEN reviews.
- Transition between year groups also involves:
- Sharing of information between class teachers (including paperwork, Individual Learning Plans and successful strategies)
- Class swap days where your child will meet their new teacher
- Parents evening in the autumn term to meet your child's new teacher
- Extra visits to new classrooms for children who need it
- Transition groups
- Transition books can be created for children who need preparation over the summer, these are produced with the child and a key member of staff

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. We will support you and your child by:

- Provide information about the needs of your child to their transferring school through face to face meetings, paperwork, emails, etc
- Complete transition books 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 SENCOs from the secondary schools to come to the last review meeting of Year 6
- Deliver transition group work with STAN
- Organising agency support for transition, e.g. TWTT, BOSS if appropriate

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. We often give parents:

- 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 – could be games, organisational strategies (e.g. visual timetables), behaviour management strategies

Parents are always encouraged to support within school through:

- Donating spare time, e.g. to listen to readers, help on educational visits
- Share your knowledge of your child, e.g. through review meetings, parent consultations
- Joining us to celebrate success, e.g. our achievers assembly, music events, open evenings, school performances

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

Useful organisations include:

Organisation	Telephone	Website/Email
Parent Partnership PAACT (Autism Support)	01522 553351	www.lincolnshireparentpartnership.org.uk paactsupport@hotmail.co.uk
Lincolnshire ADHD Support Group	01522 508373	lincoln.adhd@btconnect.com
Lincolnshire Behaviour Outreach Support Service (BOSS)	01507308908	Lincolnshireboss@family-action.org.uk
Lincolnshire Centre Grief & Loss	01522 546168	http://www.lcgl.org.uk email@lcgl.org.uk

The Lincolnshire County Council SEND Local Offer can be found at: <https://www.lincolnshire.gov.uk/send-local-offer>

This contains information regarding the SEND 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
- Miss Robinson (SENCO) enquiries@westgate.lincs.sch.uk