

Lacey Gardens Junior School

Local Offer

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

There may be circumstances which may lead to the suggestion of Special Educational Needs i.e.

- You may feel that there has been a problem of some kind for a while, though you may not be able to identify what the problem is
- A difficulty may have been suggested by a doctor or other health professional
- Your child's class teacher may have a concern about your child's progress, or with a specific difficulty

Initially talk to your child's class teacher to explain your concerns. Together you will decide on a plan of action. The Special Needs Co-ordinator (SENCo) will be informed and be involved in planning, arranging and monitoring any additional provision for your child.

How will the school respond to my concern?

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us. Staff will listen to your concerns and discuss the situation fully with you. If a longer meeting is needed this will be arranged. Examples of what could take place next are:

- Assessments and/ or observations
- Scrutiny of assessment data
- Pupil discussions
- Information sharing between adults supporting your child and this may be collated to inform future provision
- A plan for the following period of education may be devised together (pupils, parents and school staff).
- A date will be agreed to review above

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

The decision that your child needs extra support will be made jointly by the class teacher, parents and SENCo. This decision will be made on the evidence of your child's academic and personal progress in class, collection of available data and family history.

What will the school do to support my child?

Firstly the school will continue to provide high quality teaching which matches the needs of individual pupils to ensure that Good or Outstanding progress is made in every area.

Alongside this, additional support may be necessary to allow your child further opportunities to practise key skills. This may take the form of:

- Targeted 'in class' support
- an intervention programme (delivered individually or in a small group)
- an individual programme set by an external professional

- an individual programme delivered by an external professional
- use of specific resources to remove barriers to learning
- Measureable targets will be jointly set, agreed and reviewed by the child, class teacher, parents and SENCo.

Where a child continues to make little or no progress, despite appropriate support that is matched to the child's area of need, the school will consider involving specialists, including those from outside agencies.

Any additional support received will be recorded and shared with parents at least on a termly basis. This could be via reviews, parent consultation meetings or Parental Intervention Letters.

A cycle of Assess, Plan Do and Review will be followed.

Who will support my child in school?

Your child may be supported by:

- Class teacher
- Class/ year group based Teaching Assistants
- Volunteers working within school
- SENCo
- Outside Agencies
- Mid-day supervisors
- SEND Governor

What training and experience do staff have for the additional support my child needs?

All teaching staff are qualified teachers and many hold additional qualifications such as

The SENCo has been in post since 2001.

All teaching assistants are qualified to NVQ level 3 and many hold additional qualifications such as Degree in Children and Youth Work and Supporting Learning in Primary Schools

Staff have also undertaken the following training

- Team teach (Positive Handling)
- Paediatric First Aid
- Child Protection/ Safeguarding
- Administration of Medicine and Infection Control (Level 2)
- Training on administering Bucal Cavity Medicine for Epileptic Children
- EpiPen training
- Delivering Intervention – Grammar, Guided Reading, Writing,
- Providing Challenge for more able pupils
- Dyslexia
- Supporting children with hearing impairments
- BSL

Who else might be involved in supporting my child?

Personal, Social and Mental Health

GP, School Nurse, Paediatricians, CAMHs, Physiotherapist, Social and Communication Outreach teacher, Social care, Counsellor, FSW, EWS

Cognition and Learning

Educational Psychologist, Specialist Teachers, SESS

Language and Communication

Social and Communication Outreach Teacher, SALT

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

The emotional and social well-being of your child is of great importance to us, where appropriate additional intervention (individual or small group) will be organised to help your child's emotional and social development. All staff endeavour to build strong, positive relationships with children to support their emotional needs.

The school's behaviour policy and rules (including rewards and sanctions) are implemented consistently by all staff to support children's behaviour. If necessary Individual Behaviour Plans may be used.

Child Protection and Safeguarding concerns are reported to the Designated Child Protection Officer's within school.

Social, moral, spiritual and cultural education permeates throughout our curriculum. Activities happen within every classroom to promote speaking, listening, empathy, working together, turn taking and following social rules.

If your child has specific medical needs, please contact the SENCo so appropriate arrangements and Individual Health Care Plans (to inform all staff of the specific of the condition and what should be done to support the needs of the child) can be put into place.

If your child requires medication please contact the school office and complete a medicine administration form.

Attendance is monitored regularly. Incentive schemes are in place throughout the school to reward individual and whole class good attendance. However, if concerns arise regarding your child's attendance/lateness you will initially be contacted by telephone/letter to alert you to these. If concerns continue a School Attendance Panel meeting, which may include an Education Welfare Officer, will be arranged. At this meeting strategies to support regular attendance may be discussed and targets will be set to achieve improved attendance.

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

Your child will be encouraged to express their views on all aspects of school life. Depending on their age, ability and needs these may be sought via any and/or a combination of the following:

- Attendance in some or all of the review meetings
- Talking with class teachers, SENCo, teaching assistants within school regarding next steps in their learning
- Ongoing recording of their views within their learning
- Use of social stories, cartoon conversations etc.
- School council
- Pupil questionnaires
- Discussions with subject leaders

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

Meeting your child's needs starts with high quality teaching everyday within the classroom. Our curriculum is creative and has a strong practical element, enabling children of all abilities and needs to access the curriculum and be supported and challenged.

Our teachers are proficient at matching the curriculum activities to a broad range of abilities across their class. However in addition to this children with SEN may, at times, need extra or different support.

This may include:

- Consideration of strategies to remove barriers to learning i.e. seating arrangements, use of ICT, additional/alternative resources, use of visual aids/ displays, groupings, pre-teaching/learning
- Additional adult in class to support learning
- Intervention programmes (limited, short sessions, to focus on a particular skill or area of understanding)
- Alternative work set by the class teacher for some of the curriculum
- An individual programme – generally written by an external agency but delivered in school

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

Communication between home and school is key. Opportunities for these discussions may be as follows:

- Daily opportunities to catch the class teacher/teaching assistants at the end of the school day for brief, informal conversations
- Parental consultation meetings with class teacher
- Review meetings
- Assessment or observation feedback (generally Outside Agency led)
- Home school communication book
- Both the class teacher and the SENCo will always make themselves available to meet with you. Please do not hesitate to contact them to arrange a convenient time.

How does the school know how well my child is doing?

The school has a number of different ways of measuring the child's progress depending on both their age and stage of development. The following methods are routinely used within school:

- All children have their progress measured every day using 'Assessment for Learning' strategies by the class teacher (i.e. thumbs up/down, self-assessments, use of talking partners etc.). This means the teacher is constantly making sure that the child is understanding what they are doing well and what they need to do next in order to improve.
- Attainment and progress are measured against National Curriculum levels. These are carefully tracked and analysed across each term. Their attainment and progress is measured against age related expectations and also from their starting point from Lacey Gardens.
- Some children may need to have progress measure in smaller steps. Here the school makes use of Pivats, which is a system that breaks National Curriculum levels into smaller measurable steps.
- Progress against a child's individual targets for the next steps of learning.
- Some children may require more specific assessments to be made related to their needs. Where this occurs, re-testing at a future date can also be used to measure progress
- Progress of all children within the school is monitored each term by the year group teachers, subject leaders, SENCo and Head teacher to ensure that no child is falling behind.(Pupil Progress Meetings)
- Reading and spelling assessments
- Standardised assessments completed by outside agencies (EP, STAPs and SALT). This gives a clear picture of areas of strength and development against children nationally.

By using a range of the above methods class teachers and the SENCo are able to identify areas to target and support.

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

In order to 'bring our curriculum to life' we regularly make use of community resources and visits to enhance the learning in the classroom.

All educational and residential trips, after school activities and clubs, breakfast club etc are open to any child within the target age range who wish to take part and SEN should be no barrier to this. Any specific needs they have are taken into account with our Risk Assessment. If you wish to support your child during a visit, please discuss this with the class teacher. Dependent on the needs of your child, you may be asked to support them on an educational visit.

How accessible is the school environment? How accessible is the curriculum?

In order to support your child to access the school's facilities we have:

- Access to advisors who can offer support with a range of communication and mobility needs including technical support and guidance
- Fully wheelchair accessible
- Ramp access to playgrounds
- Accessible toilet facilities – with shower, changing facilities and a specialist douche toilet
- Access to a range of technology to support learning including I pads
- Use of specific equipment and resources to support individual and specific needs i.e. Radio Aids
- The school's administrator has BSL

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

Children transferring from the neighbouring infant school follow a comprehensive induction programme which includes:

- Head teacher, class teachers and year group teaching assistants visit Y2 children in their own class
- Opportunities for parents to meet with new teachers to discuss individual needs
- Y2 children attend assemblies at Lacey Gardens
- Y2 children attend playtimes at Lacey Gardens
- Y2 children attend Music and ICT lessons throughout the summer term
- Y2 children meet new teacher (and class) afternoon
- Y2 children attend 'Move Up day'
- SENCo from Lacey Gardens attends summer term SEN reviews at infant school. Opportunity to also meet with agencies already involved with your child.
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If needed more personalised transition plans can be arranged.

Children transferring from other settings will also be supported in their move to Lacey Gardens by:

- Informal visit and look around the school - further visits can be arranged if needed
- Information gathering from new parents and previous school
- School admission pack given out
- Wherever possible introduction to new classroom and teacher prior to day of starting
- Buddy set up within class to assist with transition

School will request and use relevant paperwork from previous schools to assist with meeting individual needs.

How will the school prepare and support my child to transfer to a new setting/school/college?

Children transferring to the neighbouring secondary schools follow a comprehensive induction programme which includes

- Staff from secondary school visit Y6 children at Lacey Gardens
- Y6 children attend three transition days in the summer term

- SENCo from Lacey and the secondary schools liaise in the summer term for SEN reviews

Children transferring to other settings will also be supported in their move from Lacey Gardens by:

- Lacey Garden's staff contacting the receiving school to discuss the child's individual needs. Wherever possible joint meetings are arranged with both schools and parents.
- Ensuring all relevant paperwork is forwarded to assist with meeting individual needs.
- Discussing with appropriate agencies to ensure continued support by all services.

How can I be involved in supporting my child?

Parents are encouraged to support their child's development, learning and progress by:

- Encouraging attendance at all reviews and consultations
- Positively promoting homework and giving help with this wherever necessary
- Regularly encourage and join in with reading activities
- Attend 'Exit Point' presentations within school - when curriculum topics are presented to parents following a number of weeks learning
- Give praise, motivation and rewards for successes and achievements
- Encourage research into current curriculum topic (you will have been informed of this via the newsletter, or on the website)

How can I access support for myself and my family?

Further information, advice and support may be available via the Local Authority website www.lincolnshire.gov.uk/SENDlocaloffer

You can also contact Additional Needs at Lincolnshire County Council 01522 553351

Who can I contact for further information?

For more information please do not hesitate to contact Karen Sheeran SENCO
01507 602082