

As part of the SEND (Special Educational Needs and/or disability) Information Report for our School we have summarised the answers to commonly asked questions that parents/carers might ask about our school provision.

1. What kinds of special educational needs is provision made for at our school?

Our school is an inclusive school that aims to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. As well as this information report, the school's SEND policy is also available on the school website.

We refer to the term "Special Educational Needs" if a child has a learning difficulty or disability, which calls for special educational provision to be made for him or her, which is additional to or different from that which is made generally for most children in school. The difficulty or disability may relate to:

- Communication and interaction: e.g. autistic spectrum condition, speech and language difficulties.
- Cognition and learning: e.g. moderate learning difficulties; specific learning difficulties - e.g. dyslexia, dyspraxia.
- Behavioural emotional and social development: e.g. Attention Deficit Hyperactivity Disorder.
- Sensory or physical conditions: e.g. hearing impairment, sensory processing difficulties, epilepsy

2. How can I let the school know I am concerned about my child's progress in school or if I think my child has special educational needs and/or a disability?

At our school, the process is to discuss any concerns you may have about your child as early as possible with the class teacher in the first instance. Further involvement may then include the SENCO who will support both you, your child and school staff to look at the next steps. This may then lead additional support in school and possible requests for further support from external agencies.

3. How will school respond to any concerns?

The class teacher will arrange time to listen to your concerns, share information between home and school, set up further meetings if needed. Further support may be necessary and will include the SENCO if it is felt that this is required. A course of action will be discussed and a plan agreed, which may involve setting specific targets. Follow up meetings to review progress will be held within a reasonable time scale. We recommend initially that eyesight and hearing are checked in order to discount these aspects as possible underlying causes of learning issues. If you are not happy that the concerns are being managed and that your child is still not making progress then the next step is to speak with the Headteacher.

4. How will school decide if your child needs extra support? (Assessment and identification)

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Our school will use the following cycle of Assess, Plan, Do and Review for all children. Class teachers will use their ongoing assessments (both formal and informal) to monitor individual children and will identify any gaps in children's learning and adjust their teaching as necessary. This could lead to additional support or interventions from class teachers or teaching assistants. If your child is then identified as still not making progress the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have and plan any additional targets and support your child may receive (see question 2). This may also involve the use of outside agencies; with parental agreement. We want the emphasis to be on working together (child, school, outside agencies and parents/carers) and in the first instance your child's class teacher will talk to you about any concerns they may have about your child's learning.

5. What are the different types of support available for children with SEND at Butterwick?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching

For your child this would mean:

- That the teacher had the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- At times, the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using learning that is more practical based.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- All children in school should be getting this as part of excellent classroom practice when needed.

Specific group work with a smaller group of children may be set up and planned for. This group, often called intervention groups, is additional to or different from the usual differentiated curriculum and may be:

1. Run by support staff in the classroom or outside, in other smaller rooms or areas around the school.
2. Delivered by a teacher or most often a Teaching Assistant who has had training to run these groups.
3. 1:1 interventions such as precision teaching, Beat Dyslexia or Nessy learning programme delivered by teaching assistants, teachers or in some cases, a specialist teacher from the Specialist Teaching Team.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to secondary school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there were none, the class teacher would speak to parents/carers about anything that might have happened at home.

The class teacher/SENCo would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may be used to analyse and consider any patterns of behaviour. The school Senco, with the support of parents/carers is able to refer external agencies (e.g. the Community Paediatrician, Behaviour Outreach Service, Early Help Assessment, Pupil Reintegration Service, Working Together Team) for further investigation, if required.

If school staff consider that their child has an additional need the parents and child (as appropriate, depending upon age and capability) are always informed and are involved in the whole process of planning to meet the needs of the child. The child will then be placed on our SEND register under SEN support.

Children who require school based SEND support. (This means they have been identified by the class teacher as needing some extra support in school.)

For your child this could mean:

- He/she will engage in group sessions with specific targets to help him/her to make progress. This could be linked to an individual support plan
- A teaching/learning support assistant or teacher or outside professional will run these individual or small group sessions using the teacher's plan.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.
- The class teacher will review progress on a Termly basis with the child and parent/carer and plan new targets, if needed.

Children requiring SEN Support (with outside agency involvement)

Who else might be involved in supporting my child?

This means they have been identified by the SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as autism outreach services (Working Together Team), Sensory Education Support Service (for pupils with a hearing or visual need).
- Speech and Language therapy Service (SALT).
- Educational Psychologists
- STT (Specialist Teaching Team)
- CAMHS (Child and Adolescent Mental Health Services.)
- Healthy Minds Lincolnshire provides emotional wellbeing support to children and young people up to 19 years old (25 if special educational needs/disability or leaving care).
- BOSS-Behavioural Outreach Support Service (for children with behaviour difficulties.
- St Francis School, Lincoln for advice and support for those children with disabilities.
- School Medical Services, including Occupational Therapist, Physiotherapist, School Nurse and the Community Paediatric teams.

For your child this would mean:

- The class teacher or SENCO will have identified your child (or you will have raised your own concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to external agencies for further support (see above) This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets, which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- A group or individual work with outside professional.

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual Support

Where a child has been identified as needing a higher level of support for their needs to be fully met in school we, in consultation with parents/carers, would look to apply for a needs assessment via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher and SENCO as needing a particularly high level of support which cannot be provided from the budget available to the school. (Depending on the outcome of the EHCP process, the amount of support and how it will be met will be specified via the education health care plan, as outlined on Lincolnshire's family services directory.)

Usually your child will also need support from professionals outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team, Educational Psychology Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language therapy (SALT) Service, Physio and/or occupational therapy etc.

For your child this would mean:

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process that sets out the amount of support that will be provided for your child.

After the school have sent in the request to the Local Authority (with as much information about your child, including some from you, as possible) they will decide whether they think your child's needs (as described in the paperwork provided) seem complex enough to need a statutory assessment. If this is the case they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support with outside agency involvement.

After the reports have all been sent to the Local Authority (L.A.) the L.A. will then decide if your child's needs are severe, complex and lifelong and that they need more specified extra support in school to make good progress. If this is the case then an Education Health Care Plan (EHCP) will be written outlining the support needed. If this is not the case they will ask the school to continue with the support with outside agency involvement and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than a specified number of hours support in school

6. Who will support my child in school?

We have fully trained teachers in school and experienced teaching assistants. We also have a learning mentor whose role is to support children's emotional and behavioural difficulties. In addition the school has access to fully trained support from external agencies should the need arise. We also use volunteers who listen to children read and support teachers in class.

(Also, see question 5 for external agency support)

7. What training do staff receive?

All staff have, as part of their role, to undertake continuing professional development, which involves in-school training and attending courses away from school. The completely teaching staff have had training in dyslexia friendly teaching and autism awareness. All staff have received safeguarding training, leading educational visits and e-safety training. Staff also complete Team-teach training, which teaches staff how to de-escalate behaviour of individual children and how to use positive handling strategies and techniques when/if needed. A number of teaching assistants are trained to use precision teaching, lifting and handling and the Nessy Spelling programme. Staff are also expected to attend and complete specific training in areas such as diabetes, basic 1st aid, administering of epipens, epilepsy and asthmatic awareness training. Teaching assistants have also had training in the delivery of a range of interventions. Further training may be provided depending on the needs of the children. Our school's Disability Equality Scheme and Action Plan and the school Accessibility Plan, available on the school website, outlines adaptations made to the school to meet particular needs and further enhance learning. We also have staff trained in Tier 1 and Tier 2 training for working with children on the autistic spectrum.

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

All staff provide day to day pastoral support. Our school rules, our school values, our behaviour policy and anti-bullying policy including rewards and sanctions, are used consistently to support children's behaviour. We have a strong awareness of the social, emotional and mental health needs of our children. We employ a learning mentor to further support the children at our school, where appropriate. She, alongside the school Senco provides lots of pastoral support on a daily basis, we use various programmes of support to develop friendships, cooperation, tolerance and compromise through a variety of interventions (e.g. Lego therapy, Emotional literacy) We actively engage with Early Help Assessment, Healthy Minds and CAMHS, when needed. Our PSHE (Personal, Social, Health Education) curriculum also covers mental health and well-being throughout the while school.

9. How is my child able to contribute their views?

All children are encouraged to give their views individually with their class teachers and support staff including the learning mentors, should they need it, at all times. Pupils are involved in the learning process at all levels through understanding the success criteria to enable progress to take place, through thorough marking, using feedback and response and by being aware of their targets and knowing what they have to do to improve. The child's views are also taken into account at review meetings when discussing progress and the next steps in their learning. There is also a pupil worry box available and a school council member in each class with whom they can raise any concerns or issues. The children are given opportunities to speak during PSHE lessons and the annual pupil survey. A representative from the governing body meets with the school council on a biannual basis to obtain their views on their experiences at school.

10. What support do we have for you as a parent or carer of a child with SEN&D?

Class teachers are readily available to discuss your child's progress or concerns you may have and to share information about what is working well at home and school so similar strategies can be used. The SENCO is also available to meet with you to discuss your child's progress, concerns or worries you may have. If it is felt that further support is needed from professionals away from school we will discuss this fully with you before any referrals are made. Any reports or guidance given will be shared and discussed with you. Regular review meetings (at least 1 per term: Autumn, Spring, Summer) will be held to monitor progress and discuss how things are going. We may also use home/school diaries to help maintain a positive dialogue between home and school.

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

Staff differentiate and adapt their lessons to suit the children's needs. Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs. For those children needing extra support there are intervention programmes that are run by teachers or support staff (this could be through either 1:1 or small group activities). Individual programmes of support are also matched to pupils where needed. We use advice given by outside agencies to further support individual learners and also have resources in school to provide more individual support.

Teachers use ongoing assessment to plan targeted support. This may include extra provision and interventions, for example: precision teaching, paired reading, Toe By Toe, Nessy learning programme, clicker 7.

12. How does our school know how well your child is doing?

Children's progress is tracked on a Termly basis in reading, writing, maths and spelling using formal and informal assessments. This is recorded via Target tracker assessment monitoring tool. Children in reception are assessed using Early Learning Goals. Termly pupil progress meetings are held with class teachers to assess how well children are progressing. Teachers show the interventions that they have used in their class via our provision tracker software and these are analysed against progress to measure the impact of the interventions. A cycle of consultation meetings, based on the assess-plan-do-review model takes place throughout the year. The specialist teacher also completes reviews of pupils that she has assessed. We have introduced pupil/parent questionnaires to evaluate how they feel we are doing.

13. How accessible is the school environment?

The school is fully accessible and has wheelchair access throughout the building; we have a purpose built, disabled toilet and changing area and a second disabled toilet. We also have use of specialist hoist equipment for children in wheelchairs. We have close links with the Occupational Therapy and Physiotherapy services who are able to suggest adaptations, as required, to make our school as inclusive as possible. We use St Francis School in Lincoln for further advice and guidance, should it be needed, for children with disabilities and we also have the valuable input from the sensory advisory service. We use the PAB translation services when required for those children and parents with English as an additional language.

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

We will liaise with parents when planning school trips via letter and, where needed, individually for those children who may have medical or disability requirements. We involve all pupils in out of class activities within the school grounds and adapt as necessary and aim to ensure all pupils can take part. School trips are organised with reference to the individual needs of children and planned accordingly. Our school has a breakfast club which runs from 7.30 am every day. School staff run a number of after school clubs and we also have outside agencies in to school who provide further opportunities. We endeavour to provide support to enable all pupils to attend.

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

We organise several pre-visits to school for reception children prior to starting school and we hold information sharing meetings for parents and carers in the summer term. We also have close links with the nursery that works alongside our school. Visits to our school are warmly welcomed, especially for parents and children who join our school at other times of the year or in other year groups.

16. How will our school prepare and support my child to transfer to a new school?

We work closely with the secondary schools our children move onto. They provide taster days and transition events in years 5 and 6. We work closely with staff to share relevant information about the children. Staff also come in to our school to chat with the year 6 pupils in the summer term prior to moving on to their secondary school. Parents can also liaise with receiving schools to arrange further visits, if needed, prior to transition. The school Senco will also aid this process and discuss individual needs separately and facilitate extra visits if at all possible if it is felt more support is needed for your child's transition.

17. How can I be involved in supporting my child in school?

We encourage you to be actively involved in your child's education by listening to them read; helping them to complete homework tasks and help support your child when trying to achieve targets that they have been set. We also actively encourage your input in the review process.

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

If you feel you need further support or need to make a complaint you can speak with the Head teacher, Mrs Towers and /or the SENCO, Mr Huck. The school website also has a number of links to agencies and support networks that are available for you to use, should you need it.

The Lincolnshire Parent Carer Forum (LPCF) is an excellent source of advice and information. They can be contacted via 07925 232 466, their website: www.lincspcf.org.uk or via email: admin@lincspcf.org.uk

Liaise (SEND Information Advice and Support in Lincolnshire) is another service that is available to support parents and carers. They can be contacted via 08001951635, <https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=FDv65Lc6jxs> or email: liaise@lincolnshire.gov.uk