

CAYTHORPE PRIMARY SCHOOL

Local Offer



At Caythorpe Primary School we strive to provide a stimulating and supportive environment which encourages children to have lively and enquiring minds and helps them to acquire the knowledge and skills which will assist them in their future education and enable them to make a positive contribution to the society in which they live.

Our SEN Information Report has been written to comply with:

- section 69(2) of the Children and Families Act 2014
- regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014
- section 6 of the 'Special educational needs and disability code of practice: 0 to 25 years

This report has contributed to the Lincolnshire Local Offer which can be accessed here: [Lincolnshire Local Offer](#)

Areas of Need

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (Special Educational Needs and Disability Code of Practice: 0-25 years, 2015)

This difficulty or disability may include one or more of the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

How does the school identify children with SEN?

At Caythorpe Primary School children are identified as having SEND (special educational needs and disabilities) through a number of ways.

- Liaison with parents/carers before a child starts school
- Liaison with other schools or setting before a child transfers to our school
- Daily assessment in class
- Termly reviews of childrens' attainment and progress
- Concerns raised by parents
- Concerns raised by adults in school e.g. where behaviour or self-esteem is affecting their performance or well-being
- Liaison with other agencies, including health professionals
- A child says that they are finding things difficult

How can parents raise concerns?

Please come in and talk to us. Your child's class teacher will usually be the first person you should contact or you could contact our SENCo (special educational needs coordinator), Miss Turner.

How will the school respond to my concerns?

Once initial concerns have been raised, your child's class teacher will discuss them with the SENCo and a further meeting may take place, with or without the SENCo, to agree next steps. A plan may be put in place detailing what targets have been set, the provision that has been put in place to meet those targets, how this provision will be delivered and a way of measuring how successful the provision has been. If a plan has been agreed, a date will be set for the next meeting, which will take place at least 3 times a year.

At times it may be decided that additional support or advice needs to be sought from an outside agency.

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

Both formal and informal methods may be used. These may include

- Observations by staff over a period of time
- Monitoring data which is based upon the assessments the children undertake in the autumn, spring and summer terms
- Discussions with pupils about things they find challenging
- Discussions with parents
- Discussions with outside agencies
- School may carry out some additional assessments to gain a more in-depth picture of your child's strengths and difficulties in particular areas
- School may ask an outside agency to carry out assessments

What will the school do to support my child?

Your child's class teacher will be responsible for planning, overseeing and reviewing targets although provision may be delivered by other adults including Teaching Assistants. Caythorpe Primary School uses an assess, plan, do, review process to monitor the effectiveness of support.

Assess

Collection of information about your child through informal and formal assessments, discussions and observations.

Plan

SMART (Small, Manageable, Achievable, Realistic and Timed) targets are set.

Do

Intervention and support is put into place and monitored.

Review

A review will take place at least 3 times a year. Progress towards achieving the targets will be discussed and will involve a discussion about the success of the strategies which have been used. New targets may be set depending upon whether your child still requires additional support. If your child is not making the expected progress against the agreed targets, then the reasons for this will be discussed and the target may be broken down into smaller steps, or a different approach may be tried to ensure that the child does make progress. It may be agreed to increase support or to ask outside agencies for advice and support.

Children with more complex and significant learning difficulties who are not making expected progress despite a relevant and purposeful graduate approach may

be referred to the LA for an Education, Health and Care Plan assessment request. The LA will decide if an assessment is necessary, taking into account various information including educational and other developmental profiles, views of the parent and child and health and social factors. The school must demonstrate that the child's needs remain so substantial that they cannot be met using the resources ordinarily available. If an Education, Health and Care Plan is granted, it must be reviewed on a yearly basis with involvement from parents, the pupil, school staff and outside agencies.

Our SENCo oversees all support and achievement of any child requiring additional support due to SEND.

Who will support my child in school?

There may be many people involved in supporting your child. These may include

- their class teacher, or other teachers in the year group
- Teaching Assistants
- The SENCo
- Other agencies may carry out assessments or work with your child
- At times parent volunteers who have had relevant training may be asked to support your child

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

The SENCo has held the position for 2 years and has achieved the National SENCo Award at Masters level. Staff at our school receive regular training and professional development opportunities including in-school training on the 1:1 reading programme, CAMHS, Talk Time, Makaton, precision teaching, PIVATS and paired reading. Some staff have also completed the Autism Tier 2 training.

All staff receive regular safeguarding and medical training in anaphylaxis. Additionally, some staff will receive training from medical professionals to assist children who have diabetes or who need specialist physiotherapy or occupational therapy programmes.

All Teachers, Teaching Assistants and lunchtime supervisors hold first aid qualifications and some staff hold the paediatric qualification.

The Head, Deputy and a number of governors have received advice for exclusions.

Additionally, we invite outside professionals from other agencies such as Team Teach or the Working Together Team to deliver whole-school training in accordance with the identified needs of the school.

Who else might be involved in supporting my child?

At times we may ask professionals from other agencies to provide specialist support and advice. These may include:

Gemma Slack - Educational Psychologist
Sarah Davies – Specialist Teacher
Debi Richardson – Pathways Behaviour Support
Adele Sheriff – Working Together Team
Helen Parker – Speech and Language Therapy
Geoff Holmes - Education Welfare Officer
Physiotherapy Team
Occupational Therapy Team
Specialist Teaching Team

We can make referrals to paediatrics, Child and Adolescent Mental Health Service (CAHMS) and the Education Welfare Service. Sarah Watts is our

Designated Safeguarding Officer and she and other members of the safeguarding team can also involve other agencies such as Homestart, Family Support Worker, Targeted Youth Support and Family Action for wider support for issues which may be impacting upon your child and your family.

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

Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs. Some children in Year 5 and 6 are trained as 'Buddies' and support in both the Key Stage 2 and Key Stage 1 playground. All significant incidents are recorded in the class Behaviour Log and any safeguarding incidents are reported to the safeguarding team. There is a clear behaviour policy and, in line with that, some children may have an Individual Behaviour Plan. We may ask Pathways and/or the Education Welfare Officer for additional support. Some children may be assigned a named adult who will act as their mentor.

All children have planned opportunities throughout the school to learn and develop their emotional literacy through their PHSE curriculum. Some children may take part in small group work the content of which will depend of the needs of the children involved. School works alongside CAHMS (Child and Adolescent Mental Health Service) to promote positive mental health for children.

Children who have ongoing medical needs may have a Care Plan. Please inform your child's class teacher who will inform the SENCo who, in turn, will ensure that a plan is produced by the SENCo and parents. This will be shared with staff who work with your child, including Midday Supervisors. If your child needs medication for a short term, please contact the administrator who will arrange for you to complete a medicine administration form.

We may identify that your child would benefit from involvement from other outside agencies and would ask for your permission to do so.

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

Your child will be involved in review meetings wherever possible. They will be asked, in a variety of ways dependent upon their age and development, for their thoughts about their progress, what has worked well and what they might need support with next. Their views will be elicited in a range of different ways depending upon the age and ability of the child and may include conversations or completion of pictorial diagrams.

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

All learning within a class is pitched at an appropriate level to accurately match each child's learning needs. If your child has SEND then they will require support that is 'additional to and different from' the rest of the class. This means that they staff need to use a range of different strategies to support the child's learning.

This may include

- Using alternative methods of recording such as adult or peer supported scribing, the use of IT, the use of writing slopes or writing implements
- Supporting learning with the use of apparatus such as cubes, word mats
- The use of 'fidget busters' and wobble cushions
- Using visual aids such as visual timetables
- Use of seating for positioning to promote engagement and focus
- Using talking partners
- Providing children with take up time to allow them to process information before answering
- Using different groupings
- Using pre-learning opportunities such as sharing key points of the learning prior to the lesson so your child is more prepared
- Differentiated lessons
- Adult support within lessons
- Additional individual or group intervention

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

We believe that your child's education should be a partnership between home and school and so aim to keep communication channels open and communicate regularly with you, especially if your child has complex needs. We aim to keep you informed about your child's progress through opportunities such as

- Review meetings
- Assessment or observation feedback from school or an outside agency
- Parent consultations
- General teacher feedback
- Home-school communication
- Annual reports

Your child's teacher will always be available for specific issues at an appropriate time. Please contact them either face-to-face, by telephone or by email to make an appointment. The SENCo is also available to speak to.

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

We carefully track every child's progress against age related expectations and also by the progress they make. This is informed by termly assessments as well as evidence gathered continually within class. Where your child is not achieving age-related expectation we may use a range of assessment tools to decide how best to support them. These may include

- PIVATs
- Assertive Mentoring
- Early Learning Goals
- Reading and spelling assessments
- Standardised assessments; this may include in-school assessments and those carried out by outside agencies
- Self-assessment opportunities for pupils
- Target setting

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

All our children will be offered both day trips and residential trips (in Years 2, 3, 4, 5 and 6). Full risk assessments will be carried out and any specific needs will be taken into account. Staff will meet with parents of children who need additional support to ensure that provision and support is suitable.

All children have an equal right to attend breakfast club and after-school clubs provided the health and safety of all children is not compromised.

How accessible is the school environment?

Caythorpe Primary School is an accessible environment for children and their families. The school is on a level site with access to all areas, both inside and outside, for children with mobility or visual problems. There is a slope leading up to the playground and within the EYFS outdoor area for wheelchair users. There is a disabled toilet for adults. We aim to care for personal hygiene needs and toileting within a child's own teaching environment wherever possible.

Parents who communicate with English as an additional language (EAL) will be supported. It is possible to provide translated documents or to have translators available for meetings.

The school website is updated with information to support children and their families, including signposting to events and support groups.

Please also see Caythorpe Accessibility Policy attached to this report.

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

We have strong links with our feeder pre-schools and nurseries, including the on-site Pre-school. Staff will visit nurseries to meet your child and to talk to staff and where necessary teaching staff and/or members of the SEN team will attend review meetings in the summer term. Information from previous settings, including SEN and medical information, will be used to inform planning. All new Reception children are invited to attend taster days and, where needed, additional visits can be arranged. There is a parents' evening for all new Reception parents to find out about the curriculum, school and to meet staff. If an outside agency is involved with your child, the SENCo will meet with them to gain more information about your child.

Transition between year groups always involves a sharing of information, a chance for you to meet your child's new teacher and a class swap day for your child. Additionally, wherever possible new teachers will be invited to attend a review meeting in the summer term to discuss progress and to plan any new targets.

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

We understand that the transition 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:

- Sharing information with the receiving secondary school through face-to-face meetings, paperwork, telephone conversations etc.
- Inviting potential secondary schools to the Y6 Annual Review meeting of all children with Education, Health and Care Plans (EHC) or final IEP reviews
- Seeking additional support from outside agencies where required
- Working with receiving secondary schools to plan additional transition visits where required
- Where need has been identified, complete transition booklets

How can I be involved in supporting my child?

We hope that all our parents will support their child through activities such as:

- Regular reading
- Supporting your child to learn any spellings or times tables which are sent home
- Supporting your child in any homework or project activities
- Encouraging independence

For children with SEND school will share practical ideas and strategies that you can use with your child at home. This may include:

- Games and activities for developing memory, spellings, maths
- Signposting to useful websites and apps
- Strategies for reading
- Advice from outside agencies

In addition, we very much welcome parent involvement in our school through:

- Becoming involved with the FSA and supporting events it holds
- Donating your time to hear readers
- Sharing any talents you may have
- Joining us in our special times of celebration such as assemblies, performances, sports days etc.

And finally, by simply sharing your knowledge about your child.

Complaints Procedure

Parents of pupils with SEND who wish to make a complaint about the school's provision should speak to:

- i) the class teacher,
- ii) the SENCO,
- iii) the Headteacher,
- iv) the nominated SEND governor,
- v) a representative of the LA

Preferably in that order until having reached the level of hierarchy at which the complaint is resolved. If the complaint is still not addressed to their satisfaction, an appropriate voluntary organisation (Parent Partnership) may also give help and advice and an appeal to the Special Educational Needs Tribunal may be made.

How can I access support for myself and my family?

You can access support by contacting the SENCo, Miss Turner. The Head of School leads our safeguarding team who can signpost you to additional agencies.

Who can I contact for further information?

Your first point of contact will normally be your child's class teacher. You could also arrange to meet Miss Turner, our SENCo.
Telephone number: 01400 272600
Email: enquiries@caythorpe.lincs.sch.uk