



Spilsby Primary Academy

Local Offer of Support for Children with Special Educational Needs

How we identify individual special educational learning needs

- When children have identified SEND before they start school, we work with the people who already know them and use the information already available to identify what their SEN will be in our school setting and how we will manage it together.
- If you tell us you think your child has a SEN, we will discuss this with you and look in to it further. We will share what we discover with you and agree with you what we will do next and what you can do to help your child.
- If our staff think that your child has a SEN this may be because they are not making the same progress as other children, for example they may not be able to follow instructions or answer questions. We will observe them, look at the way they learn (visually, auditory or kinaesthetic) and consider what works already and what doesn't. We will look for strengths and weaknesses to create an all-round picture of your child. From this we will set achievable focussed targets for your child to work on. Should we require further help we will contact specialists from a variety of teams.

How we involve children and their parents/carers in identifying SEN and planning to meet them

- We are a friendly and child centred school, so you will be involved in all decision making about your child's support.
- When we initially consider your child's SEN, we will discuss it with you to determine whether your child's understanding and behaviour are the same at school and at home. We take this into account and work with you so that we are all helping your child in the same way to progress using the right strategies.
- We write and review Individual learning Plans termly for children and are constantly updating them. These are for all children on the SEND register.
- We use targeted intervention programmes and strategies to practice learning and to set achievable targets at the appropriate level for your child.

How we adapt the curriculum to meet the needs of all pupils

- We use a broad and balanced curriculum. This is based on a cross curricular approach using overarching project themes each term. Projects are fun and exciting to grasp children's interest.
- All staff adapt lessons to challenge and extend children at their own pace and in a style that suits their learning need. We will provide any additional resources needed including support staff.

- We have in school additional materials and interventions that we may use for children with SEND. We would use those already in school or use recommended programmes suggested by outside agencies. Any intervention will be reviewed after it has finished by monitoring progress and impact.

How we modify teaching approaches

- Staff in school have a range of training and expertise to be able to adapt to a range of SEND- specific learning difficulties including dyslexia, autistic spectrum disorder, speech, language and communication needs, sensory impairment, and behavioural, emotional, and social difficulties.
- The SENCo is qualified in the National Accreditation for Special Needs Coordination and offers advice, strategies, and teaching approaches to staff and parents.
- When teaching, we use different approaches to learning: these are visual, aural, and kinaesthetic.
- Teaching and support staff are trained according to the needs of the children in their care. Additional training includes speech and language, sensory impairment, Team Teach and intervention programmes

How we assess pupil progress towards the outcomes we have targeted for children.

- We use formative and summative assessment to assess progress for all children. This also allows us to assess progress in smaller steps and at a slower pace for children with SEND.
- We use staff meetings to moderate writing throughout the school checking our judgements are correct for children and all ability levels.
- We check how well a child understands and makes progress in each lesson through on-going assessment and the feedback process in our marking.
- The Senior Leadership team monitor the progress of all children at every data point (half termly) at Pupil Progress Meetings. We discuss with the class teacher what they are doing to make sure they make good progress including those with SEND.
- For children with additional SEN support, we discuss progress with parents at a meeting to review their child's progress and discuss steps for the following year. Children will have their progress discussed at the usual termly parent evening consultations. Children with an EHCP will have progress meetings throughout the year and an annual review yearly which is reported to the Local Authority.

What equipment and resources we use to give extra support

- All children across the school will have access to a bank of iPad's. We use 'apps' for children for a variety of needs including communication difficulties and dexterity issues.
- We have individual laptops that children can use. We use a range of software to help children engage with subjects they may find difficult.
- We use worktop wedges, visual timetables and cues, countdown timers, pencil grips for children who may need them.
- We use a range of sensory equipment to meet the proprioceptive needs of the children.
- We use a range of 'talking tins' or sound buttons so children can verbally record work or answers.
- Depending on the task children can record their work in a variety of ways including large sheets of paper, chalk outside and other media.

- We deliver speech and language programmes provided by the speech therapy service. A therapist demonstrates to the child, parent and school staff member how to use the programme and this then will be taught and assessed after a period of time We deliver the 'First Move' and 'First Call' programmes for children.

- Any specific other requirements will be individually assessed and then the appropriate local authority SEND services will be contacted

What extra support we bring in to help us meet SEN: Specialist services, external expertise and how we work together collaboratively

- We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication, hearing impairment, school nurses, physiotherapy, behaviour related needs and learning difficulties i.e. autism)

- We buy in support from other Local Authority services, SEN specialist teachers, educational psychologists as well as working collaboratively with local special needs schools.

- We get support from physiotherapists for children who need any physical interventions.

- We plan with these agencies to get the best value for money and use their time effectively.

- We get support from paediatric nurses and school nurses for any medical issues that children may need support within school.

- We review all targets set for children with any other agencies involved. We consider points that would make teaching more effective to support their learning.

Extra-curricular activities available for children with SEN

- We have a range of after school activities, which are open to all children. Should children need any access to these activities, school will make the necessary arrangements.

- We have a breakfast and an after-school club. Any child can access these, and the staff is well trained.

- We have regular educational visits as well as visitors coming into school to support different topic areas. We usually have one residential trip a year which is usually open to Year 6 children. All children, as well as those with SEND are always included in these. We provide support required for their full inclusion. We choose visits that are accessible to all.

How we support children in their transition into our school and when they leave us

- Children entering Spilsby will be visited in their preschool environment prior to starting in the September. Information will be gathered regarding any SEND and any necessary support put in place on their entry into school. Additional visits beyond normal transition to school are encouraged for those children who may find transition difficult between home and school.

- Meetings will be arranged for those children who are already known to Early Years SEND services or other agencies to ensure school is aware of their needs to ensure the correct support is in place.

- When children leave Spilsby Primary to attend secondary school, meetings are arranged between schools to speak to the children, SENCo's from each school share information particularly for those with an EHCP. All SEN records are passed on to the child's secondary setting.

- In year transition is supported with extra visits to their new class and a phased start discussed if required. For children with ASD resources can be made to show a visual representation of their new room and teacher. Support from the pastoral mentor is also available to prepare the child for the new academic year and the changes they will face.

How additional funding works

- Schools receive funding for all children including those with Special Educational Needs and Disabilities and these needs are met from this (including equipment). The Local Authority may contribute more funding if the cost of meeting an individual child's needs exceeds a certain amount.
- If the assessment of a child's needs identified something that is significantly different to what is usually available then additional funding may be made available.

Where children can get extra support

- The child's view is very important to us and we want to listen to them and know that they are satisfied with what happens in school to support them.
- In school Mrs Georgie Case is our Special Educational Needs Coordinator. Mrs Case will follow up your concerns and make sure their views are taken into account.

Where parents/carers can get extra support

- There are a number of parent support groups in the local area, please do not hesitate to come in to school to be given details, ask at the children's centre adjoined to school or look out on our school website www.spilsbyprimary.org.uk
- Lincolnshire's parent/carer forum is Parent Partnership, which offers free and impartial information and advice about SEN issues. Parent Partnership services were set up as part of the Special Educational Needs (SEN) Code of Practice <http://www.lincolnshire.gov.uk/parent-partnership/>

What to do if you are not satisfied with a decision or what is happening (for parents)

- Your first point of contact is always the person responsible – this may be the class teacher, the SENCo or the Headteacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the headteacher then ask for the school SEND Governors representative.
- If you do not feel the issues have been resolved, we will arrange a meeting with the SEN Champion who can be contacted via the school.
- If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows Lincolnshire County Council, Customer Feedback, PO Box 841, LINCOLN, LN1 1ZE 01522 782060 feedback@lincolnshire.gov.uk