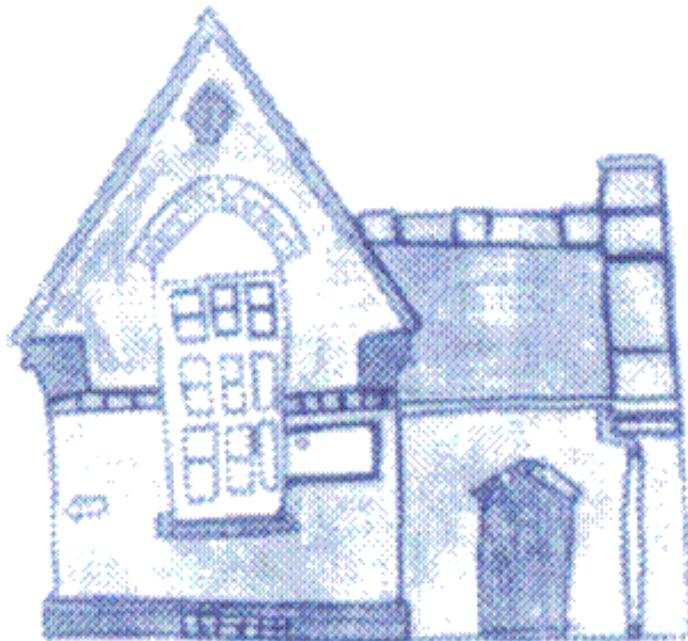


Corringham CE Primary School

SEN Information Report



# **CORRINGTONHAM**

Headteacher : Mrs E Watt Jones

SENDCO: Mrs A Jones

SEND Governor: Mr J Grundey

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

- The first point of call if you have any concerns about your child should be the class teacher. They will have the best knowledge of your child as they work closely with them on a day to day basis.
- Together, with the class teacher, you will decide on a plan of action - initially, this may just be monitoring to better understand the situation.
- The class teacher will inform the Special Needs Co-ordinator (SENDCO) who can make recommendations of how best to support your child's needs. Appropriate support will be put in place and after a few weeks, a review meeting will be held to discuss how your child has responded to the support.
- At the review meeting the class teacher, SENDCO will discuss with you any improvements have been seen since implementing the support. If improvements have been seen, then the support will continue, if deemed necessary, and your child's progress will continue to be monitored.
- If very little or no improvement is seen, then the class teacher and SENDCO will create a SEN Support Plan. This will be made up of small, specific targets which will be reviewed on a regular basis. Your child will also be placed on the Special Needs Register at Wave 2 (this means extra support is being provided by school). The SEN register is to enable us to monitor your child's needs and progress more closely and helps us prioritise where help and support is needed. It is not shared with other parents.
- If after further support and intervention it is felt that your child needs more intensive support then the SENDCO may contact an outside agency for advice. The recommendations will be reflected in the SEN Support Plan. If this happens then your child will be moved onto Wave 3 of the Special Needs Register (this means support is being provided by an outside agency). Targets from the SEN Support Plan will be reviewed and amended throughout the year.

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

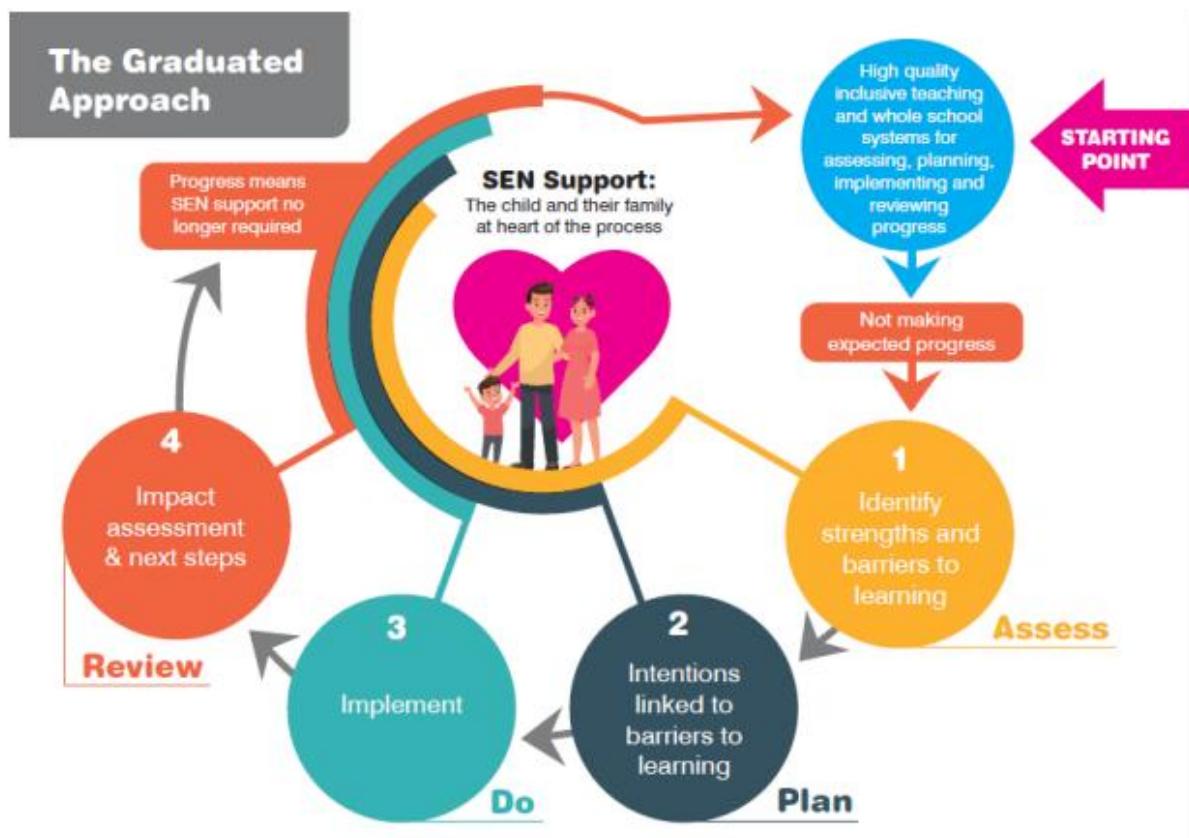
Decisions will be made based on both formal and informal methods including:

- Looking at data in pupil progress meetings
- Adult observations over a period of time (by class teacher, teaching assistants, SENDCO, midday supervisor)
- Pupil discussions – do they find something challenging? (this could be academic; communication; social, emotional or behavioural; physical)
- Parent discussions (as detailed above)

## **What will the school do to support my child?**

This will vary greatly depending on the amount and type of support your child needs. Ultimately, your child's targets will be set and their progress monitored by the class teacher, however they may receive support from teaching assistants, other teachers or agency support workers (see below for more details).

The process of providing support is:



- **Assess:** Teachers and SENDCos work with parents and the child to build a holistic picture of the learner's needs, identifying strengths and barriers to learning.
- **Plan:** Parents and staff agree on the expected outcomes, interventions, and support to be put in place, as well as a clear review date.
- **Do:** The agreed interventions and support are implemented. The class or subject teacher remains responsible for the child, while the SENDCo supports them in assessing the impact.
- **Review:** The effectiveness of the support is evaluated in line with the agreed date, involving the child and parents. The cycle then repeats, with findings informing new assessments and plans.

The intervention and support is monitored and managed by the SENDCO through the whole school provision map. The provision map includes information about:

- Who is getting support and what for, it may be for learning, personal and social and emotional development and physical development (including fine and gross motor skills).
- Any external agency support.
- How often the intervention takes place and for how long.
- Information/feedback to track the effectiveness of the intervention

The provision map is updated during the assessment period to reflect changes in a child's achievement and needs.

Many children receive small group and 1:1 intervention such as; phonics, reading and spelling of key words, number recognition, basic number facts, punctuation, handwriting, times table facts, meet and greet sessions, physiotherapy and speech therapy programmes.

### **Who will support my child in school?**

Many people may be involved in providing support for your child. These may include:

Who?	How and why?
Class teacher	They will set targets based on your child's needs. They are responsible for ensuring that intervention is provided and that its effectiveness is monitored.
SENDCO (Anja Jones)	The SENDCO will support with effective target setting, monitors the effectiveness of intervention through the provision map, will make referrals (when required) to external agencies, will lead meetings and complete relevant paperwork.
Teaching assistants	Teaching assistants provide support in small groups or 1:1 within or outside of the classroom as required. They will work, as directed by the class teacher, to support the targets set on the SEN Support plans.
External agency support	This service is 'as required'. It will not be applicable for all children. They complete observations or assessments to support identification of needs and suggest strategies for supporting your child. They can support with target setting. They are involved with review processes and deciding next steps.
SEND governor (James Grundey)	They are responsible for overseeing and monitoring the provision for SEN.

### **What training have staff received?**

- National SENDCO award
- Regular safeguarding updates and training
- Positive Handling
- First Aid (including paediatric)
- BOSS – train the trainer

Training related to:

- Autism
- ADHD
- PDA
- Dyslexia
- Behaviour as a communication
- Restorative practice
- De-escalation strategies
- Trauma informed practice

### **Who else might be involved in supporting my child?**

We can contact a range of external specialist agencies to support your child if required.

This includes but is not limited to –

Agency	Time in school	Support Available	Age of children
Specialist Teaching Team (STT)	60 hours over the academic year	Observations of children in school settings, advice and strategies to support child's needs. Target setting advice and support. Assessment of child's strengths and difficulties, identification of helpful ways of learning for individual children.	All ages – if they are able to access the assessment process
Lincolnshire Behaviour Outreach Support (BOSS)	As required via referral	Observations of children in school settings, advice and strategies to support child's needs. Target setting advice and support.	All ages

Educational Psychologist	As required through drop in clinics or consultations	Observations of children in school settings, advice and strategies to support child's needs. Target setting advice and support. Assessment of child's strengths and difficulties, identification of helpful ways of supporting individual children.	All ages
Speech and Language therapy (SALT)	As required via referral	Assessment of speech, language and communication difficulties, direct teaching and /or setting of programmes. Advice and support as appropriate.	All ages
Working Together Team (WTT)	As required	Observations of children in school settings, advice and strategies to support child's needs. Target setting, advice and support.	All ages
Community Paediatrician	N/A	Support in diagnosing underlying needs. Requires referral from school.	All ages
Early Help Assessment Team Around Family (EHA/TAF)	As required	Support for families at home/outside of school.	All ages
Mental Health Support Team (MHST)	Referral via consultation or parent drop in.	Advice and support as appropriate. 1:1 work or group work on a range of issues.	All ages

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

Although support is available via services listed above, we will do our utmost at school in the following ways;

- 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 CPOMS.
- All safeguarding concerns are reported to Esther Watt Jones (Head Teacher/DSL) or Anja Jones (SENDCO/DDSL). Corringham School recognises that safeguarding is everyone's responsibility.

- We have a clear behaviour policy which is adhered to by all staff (please visit the school website
  - for a copy).
- Intervention for personal, social and emotional development are planned for appropriately across the school. The content of this will vary dependent on the needs of the children. Stories, circle time social stories, small group PSHE, and sharing experiences form a central part of the work.
- Circle time and or PSHE sessions happen 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 your class teacher in the first instance who will inform the SENDCO, so that 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 ongoing medication, please contact the school office and complete a medicine administration form.
- Should your child suffer from allergies and requires inhalers or an Epi-pen these will be kept in your child's classroom in a labelled bag and carried by staff when visits off the school site are made. All staff have regularly updated training in the use of this equipment.

### **How will my child be involved in the process and be able to contribute their view?**

The views of the child are often required throughout any support process. Often these come in the form of lengthy questionnaires with complex language. Staff will endeavour to ensure that views of children are collected in a friendly, age appropriate manner and may include the following;

Review meetings	Your child will be asked for their thoughts regarding their progress towards their targets, what strategies have worked well and what they feel they made need support with next.
Continuity of staff	Where possible, your child will be supported by the same adults within their classroom so they can develop a positive, effective relationship.
Ongoing recording of views	Your child's views will be recorded throughout the interventions to judge their engagement and progress. This will inform future planning.
Use of social scripts/stories	These are written specifically for individual children to help them understand how to manage their emotions or behaviours in a certain situation e.g. anxieties about coming to school, acceptable behaviour in the playground.

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

If your child has been identified with an underlying need they will often require reasonable adjustments to be made to the curriculum and/or environment. This support is 'additional to'

and 'different from' the rest of the class. However, this does not mean that your child will be taught outside of the classroom or that they will not access the same curriculum as the other children. It does mean that the staff in school will provide a range of different strategies, equipment and support in order that your child can learn in a way that is best suited to their needs.

We provide this in many different ways including the use of:

<b>ICT to record and present work</b> Ipads and laptops used for recording work, 'talking tins', Clicker.	<b>ICT to support learning</b> Basic skills apps, phonics, maths, touch typing skills, memory skills.	<b>Drama Techniques</b> Hot seating, freeze framing, conscience corridor.	<b>Bespoke Curriculum</b> Providing activities and resources specific to your child's needs. This will still follow the theme of learning within the classroom.
<b>Concrete Apparatus</b> Practical resources e.g. maths counters, cubes, numicon, magnetic letters for spelling.	<b>Talk Partners</b> Sharing ideas, peer learning and assessment.	<b>Visual Aids</b> Visual timetables, displays, working walls and word mats.	<b>Seating Plans</b> Ensuring careful positioning on the carpet and at tables to provide effective adult support.
<b>Different Groupings</b> Opportunity to work in groups with others of the same or differing abilities depending on subject.	<b>School Council</b> Opportunity to represent the class and contribute ideas which will improve school life.	<b>Pre and over learning</b> Opportunity to learn key points or vocabulary before and after the lesson.	<b>Topic based learning</b> Opportunity to learn in a meaningful context and connect learning together.

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

At Corringham School we pride ourselves on our positive relationships with our parents as we understand that you know your child best. Opportunities for feedback on your child's achievement include:

Opportunity	Details	Frequency
Agency Feedback	Dependent on the needs of the child.	When assessments have been completed, feedback can be arranged if requested.
Parent consultations	If your child's targets directly relate to the classroom e.g. behaviour,	Twice a year – Autumn and Spring term.

	attention, organisation then these may be discussed during parent consultations.	End of year report sent home in Summer term.
General teacher feedback	If your child's teacher has a specific feedback they wish to pass on to you e.g. to celebrate success or to discuss concerns, then this will happen in between the above meetings as and when needed.  It may be done in person or over the phone.	Dependent on needs of your child.
Home-school communication	It may be required to set up a <b>manageable</b> home-school book or chart which may form part of your child's behaviour plan.	Dependent on needs of your child.

At Corringham we have an open door policy. Your child's teacher will always make themselves available to discuss any specific issues at an appropriate time. Please contact the school to arrange a mutually convenient time. You can contact the school through email using this address [enquiries@corringham.lincs.sch.uk](mailto:enquiries@corringham.lincs.sch.uk) or by phone (01427) 838270.

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

We carefully track all of our children's progress across each term using teacher assessment, data and 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 including:

- National curriculum – for all children in Year 1 and above
- Early Learning Goals – for children working within the Foundation Stage
- Reading and spelling age assessments
- SHINE assessments – standardised assessments which provide knowledge about gaps in learning and suggests interventions to close the gap.
- 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, using thumbs up/down, self-assessment against targets, use of talking partners to share ideas.
- Individual targets – through a SEN Support plan

These help us 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 is a document that school have to legally follow. These will bring together the education, medical and social care needs (as appropriate) of your child.

### **How will my child be included in activities outside the classroom including school trip?**

We frequently use educational visits and residential trips (Year 6) to enhance the learning in the classroom and make it 'come to life'. We will always include your child on a visit, ensuring any specific needs they have are taken into account with our risk assessment. Dependent on the needs of your child, you may be asked to support them on an educational visit.

### **How accessible is the school environment?**

To support your child in accessing the school and its facilities we have:

- Ground floor classrooms
- Disabled toilet
- Ramp access to playground and field

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

Our partnerships with parents and children are very strong and are built up over the school year.

- In the Autumn term, we attend the 'Meet The Teachers' event held in Gainsborough. This is our first opportunity to meet potential newcomers and for parents to ask questions and find out more about Corringham Primary School.
- Visits and tours of the school are available with the head teacher at a convenient time for you and your family.
- Parents and children are invited to events happening over the course of the school year e.g. coffee mornings, Christmas fair and Summer fair.
- The class teacher will visit your child's nursery to meet them and discuss their achievements with their key worker.
- Children who gain a place at Corringham School will be able to attend approximately 5 transition visits to get them ready for their new environment, new teachers and new friends.
- Teachers receive and use relevant paperwork from the nursery e.g. your child's learning journey, any SEN or medical information.
- We hold a welcome meeting where you can get information about how the school runs, the order of the day, another chance to visit the classroom, order uniform, discuss hot school meals and ask **ANY** question you have.
- Teachers meet with agencies already involved with your child e.g. speech and language therapists to discuss their targets and next steps.

We also support children in transition between year groups through:

- Sharing of information between school/class teachers (including paperwork, successful strategies)
- Transition days where your child will meet their new teacher.
- Parent drop in sessions in the autumn term to meet your child's new teacher.

### **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 additional needs. We will support you and your child by:

- Organising agency support for transition, e.g. Educational Psychologist, TWTT, BOSS
- Provide information about the needs of your child to their transferring school through face to face meetings, paperwork, emails etc
- Complete transition booklets 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 SENCo's from the secondary schools to come to the last review meeting of Year 6

### **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 advice on:

- 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 – this 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, check spellings
- Share your own talents, e.g. art, sports, musical instruments
- Share your knowledge of your child, e.g. through review meetings, parent consultations
- Joining us to celebrate success, e.g. talent days, music events, craft afternoons, art exhibitions

## **How can I access support for myself and my family?**

Useful organisations include:

Organisation	Telephone	Website/Email
Lincolnshire Children's Services	01522 782111	<a href="https://www.lincolnshire.gov.uk/directory-record/64922/children-s-services">https://www.lincolnshire.gov.uk/directory-record/64922/children-s-services</a>
PAACT (Autism Support)	07840 569 368	<a href="https://www.paactsupport.com/">https://www.paactsupport.com/</a> <a href="mailto:paactsupport@hotmail.co.uk">paactsupport@hotmail.co.uk</a>
Family Action	01522 690101	<a href="mailto:lincoln@family-action.org.uk">lincoln@family-action.org.uk</a> <a href="https://family-action.org.uk/">https://family-action.org.uk/</a>
Lincolnshire Centre Grief and Loss	01522 546168	<a href="https://lcgl.org.uk/">https://lcgl.org.uk/</a>
Gainsborough Children's Centres	01427 617767	<a href="mailto:gainsboroughcc@lincolnshire.gov.uk">gainsboroughcc@lincolnshire.gov.uk</a>
Healthy Minds Here4You helpline	<b>0800 234 6342</b>	<a href="https://www.lpft.nhs.uk/young-people/lincolnshire/parents-and-carers/support-services/healthy-minds-lincolnshire">https://www.lpft.nhs.uk/young-people/lincolnshire/parents-and-carers/support-services/healthy-minds-lincolnshire</a> 24hr helpline, 7 days a week
Lincolnshire Parent Carer Forum (LPCF)		<a href="https://www.lincspcf.org.uk/">https://www.lincspcf.org.uk/</a> <a href="mailto:admin@lincspcf.org.uk">admin@lincspcf.org.uk</a>

The Lincolnshire County Council Local Offer can be found at:

<https://www.lincolnshire.gov.uk/childrens-social-care/what-local-offer>

This contains information regarding SEN provision across the county.

## **Who can I contact for further information?**

If you require any further help or support, please contact:

- Your child's class teacher
- Anja Jones (SENDCO) phone - 01427 838270
  - email - [enquiries@corringham.lincs.sch.uk](mailto:enquiries@corringham.lincs.sch.uk)
  - (please mark as FAO A Jones in subject line)