



ST. PETER AT GOWTS
C of E PRIMARY SCHOOL

Unlocking the potential in all,
empowering a community of hope.

St Peter at Gowts Church of England Primary School SEN Information Report Jan '24

1. What should I do if I think my child has Special Educational Needs (SEN)?

If you have any concerns about your child's progress, social integration or special educational needs you should initially speak to their class teacher. Based on the issues raised and further evidence available the class teacher will then discuss these concerns with the Special Educational Needs Coordinator (SENCo). If it is appropriate a further meeting will then take place where together parents and school staff will decide on a plan of action. We support all children with SEN needs and their needs are identified under four main areas, Communication and Interaction, Cognition and Learning, Social, Emotional, Mental Health and Physical and Sensory Needs.

2. How will school respond to my concern?

- Initial concerns are discussed with the class teacher, as a result of this, an initial concerns form would be completed (unless it is felt that the child should be identified immediately as SEN).
- The class teacher will gather a range of evidence and discuss concerns with the SENCo and follow the school's SEN referral pathway.
- A further meeting may take place with, or without the SENCo, dependent on the needs of the child to decide a plan of action.
- If a special educational need is identified, the child will be placed on the school's Special Needs Register. An individual learning plan will be put together, including specific targets.
- Advice, assessments or observations may be requested from outside agencies to support with setting suitable targets.
- The plan will be shared with the pupil, parents and relevant adults.
- The targets will be reviewed with pupils and parents in each of the autumn, spring and summer terms.

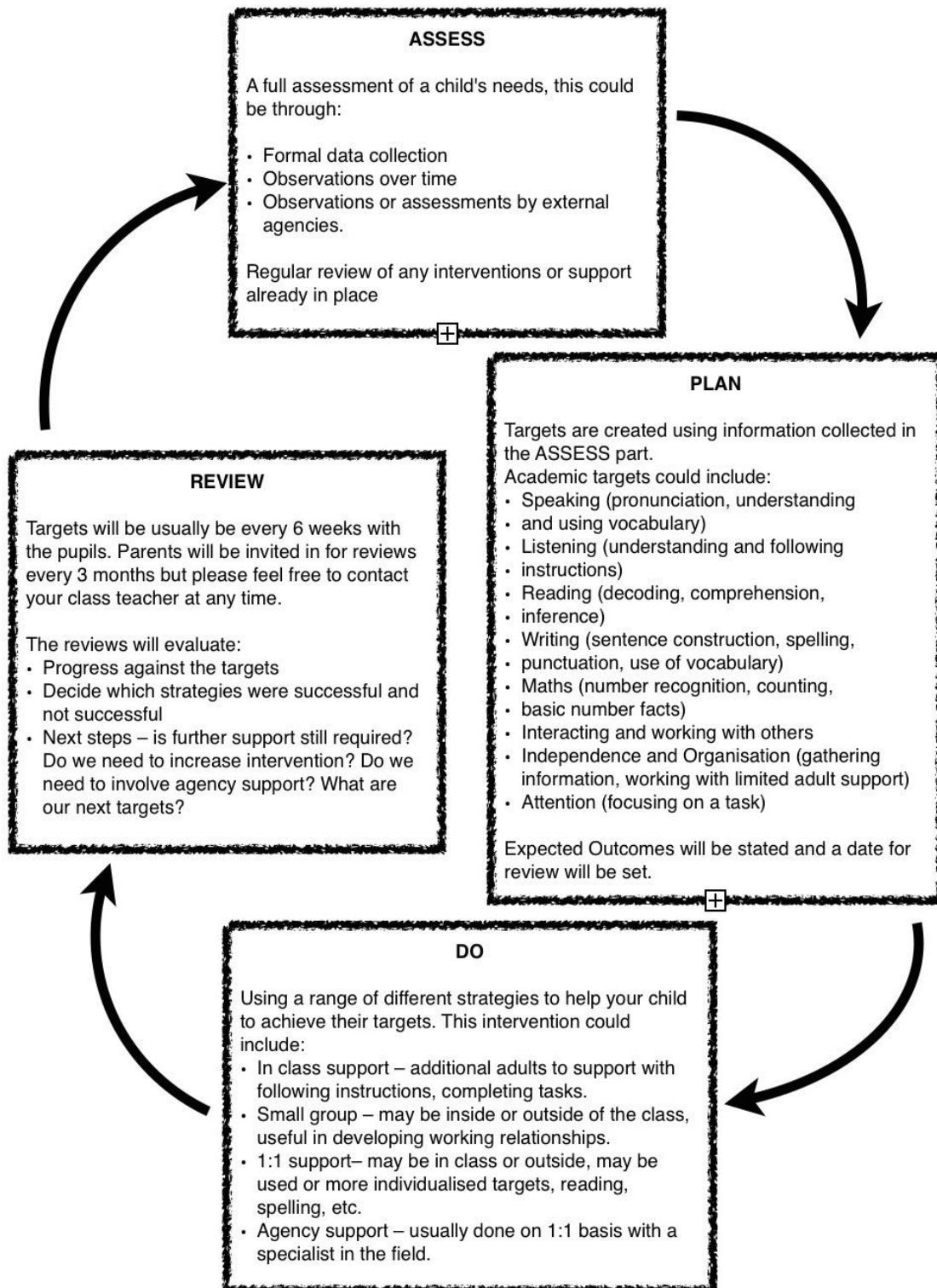
3. How will the school decide if my child needs extra support?

Decisions on if a child needs extra support will be made based on both formal and informal Methods using the SEN Referral pathway documents which include:

- Adult observations over a period of time (by class teacher, teaching assistants, midday supervisor)
- Monitoring evidence of attainment and progress.
- Discussions with the pupil– do they find something challenging? (this could be academic; communication; social, emotional or behavioural; physical)
- Discussions with parents (as detailed above).

4. What will school do to support my child?

Ultimately, you child's targets will be set and their progress monitored by the class teacher, however, they may receive support in a range of ways from a range of adults, including the SENCo. The process of providing support is:



This cycle is managed and monitored by the SENCo, Headteacher and SEN Governor.

Support for targets or intervention strategies may include:

- In class support – additional adults to support with following instructions, completing tasks etc. Additional provisions and learning support materials.
- Small group support – this may be inside or outside of the class, useful in developing working relationships
- 1:1 support– may be in class or outside the classroom, may be used for more individualised targets, reading, spelling, etc.
- Outside agency support – may be in the form of an observation or intensive teaching usually done on 1:1 or 1:2 basis with a specialist.

We may also put into place a range of structured intervention strategies, including:

Cognition and Learning	Communication and Interaction	Social, Emotional, Mental Health	Physical and Sensory Needs
<ul style="list-style-type: none"> - Plus 1 or Power of 2 maths coaching - Reciprocal reading - Fresh Start intervention (<i>phonics, reading</i>) - RWI phonics intervention - Precision teaching (<i>phonics, spelling, maths</i>) - IDL (literacy/maths) - Third Space (maths/literacy) - Hornet (literacy) - 1-1 coaching - Toe by Toe - Neli - Sound Linkage 	<ul style="list-style-type: none"> - Speech and Language programmes (<i>as directed by Therapist</i>) - First Call activities - Wellcomm speech and language toolkit - Colourful Semantics - Social Scripts - Talkabout book programme - Building Block Therapy - Language for Thinking programme - Circle of Friends - Dog Mentor - Neli - Attention Autism - Identiplay 	<ul style="list-style-type: none"> - Counselling - Energize Lift Mentoring - Social skills groups - Social stories - Circle of Friends - Talkabout book programme - Lego Therapy - Joy foundation 1-1 small group sessions. - Awesome Me booklet - Drawing Therapy - Dog Mentor 	<ul style="list-style-type: none"> - First Move (<i>motor skills support</i>) - Physiotherapy programmes (<i>as directed by Therapist</i>) - Sensory Circuits - Sensory programmes based on sensory profiling. - NHS Handwriting programme - Fizzy Fingers

5. Who will support my child in school?

Who?	How and why?
Class Teacher	Will ensure that the provision in the classroom is adapted and scaffolded to meet your child's needs in the classroom. Sets targets based on your child's needs. Will be ultimately responsibility for ensuring the intervention is provided and is effectively monitored.

Who?	How and why?
SENCo (Mrs Vicky Cook)	Can support with effective target setting. Monitors the effectiveness of intervention groups and SEN provision across the school. May complete referrals to other agencies for advice and support, including referrals to Paediatricians, visual processing, physiotherapy, occupational therapy, speech and language or other support such as Educational Psychologists or the Working Together Team. Will lead specific review meetings and complete relevant paperwork.
Teaching Assistants	Day to day support within the classroom with in-class tasks (might be 1:1 or in small groups dependent on need). May provide support for reading, spelling, memory games, structured programmes (such as Plus 1 or Precision Teaching), basic maths skills either through 1:1 or small group work. Directed by the teacher to support the targets set and support the child wherever needed.
Speech and Language support from a Teaching Assistant	Provides support for children with speech and language difficulties, following programmes set by the Speech and Language Therapist.
Midday Supervisors	May provide support for monitoring and supporting personal, social and emotional needs of your child through playground games, initiating play, monitoring progress in a specific area (e.g. forming friendship groups). Directed by the teacher to support the targets set.
Administration	Will add your child's special educational need to the central record. Will send out communication on behalf of the SENCo. Directed by the SENCo.
Additional agency support	May be asked for advice on pupils. May complete assessments or observations to support with further details regarding children's needs Will support with target setting. Will be involved in the review process and deciding next steps
SEN Governor (Mrs Sue Manders)	Overseeing the provision for SEN

6. What training and experience do staff have for the additional support of my child's needs?

All staff have had training for:

- Safeguarding
- Understanding and managing behaviour
- Autism awareness
- Sensory profiling and sensory awareness
- PDA
- Language for Thinking
- Attachment
- Social Scripts
- Communication and Interaction
- Dyslexia

Individual or smaller groups of staff in school have training in the following areas:

- Elklan Speech and Language Support
- Colourful semantics
- Strategies to help learning for SEN pupils
- Team Teach
- Precision teaching

- Reciprocal teaching
- Using interventions such as Neli
- Various structured intervention programmes (including those outlined in section 4)
- Team Around the Child
- Early years specialists
- Paediatric first aid
- Anxiety in Autism
- Trauma awareness
- Use of art to support trauma

7. Who else might be involved in supporting my child?

Sometimes it may be necessary to involve outside agencies in your child's care. This will be planned in advance and you will be invited to talk to your child's teacher or the SENCo about this beforehand. You will also be able to meet with your child's teacher or SENCo to discuss the outcome of this. It is sometimes possible for parents to meet with the agency, but this is taken on a case-by-case basis.

Outside Agency links include:

- Educational Psychologist
- Speech and Language Therapists
- Working Together Team (supporting children with social communication, including Autism, difficulties)
- Specialist Teaching Team
- counselling
- Energize mentors
- Joy Foundation
- Early Years and Childcare support
- Behaviour Outreach Support Service
- Sensory Education Support Team
- Physiotherapy therapists
- Health Visitors
- Occupational Therapists
- Dyslexia Sparks

We can also make referrals or write letters to inform other agencies of issues regarding Education, Health and Safety. These include;

- Paediatricians
- Visual Processing
- Children's Services
- Child and Adolescence Mental Health Service (CAMHS)
- Portage
- Physiotherapy
- Speech and Language
- Healthy Minds

We also have links to the Lincoln Central Children's Centre that is located close to our school.

8. What support will there be for my child's emotional and social wellbeing?

Emotional and Social Well Being

The emotional and social wellbeing 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. We have an Emotional Well Being Team who support and co-ordinate this alongside the SENCo:

- Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs.
- Our Christian Values underpin everything we do and help to foster social and emotional wellbeing.
- The school rules, including rewards and sanctions, are used consistently to support children's behaviour (please see website for the school behaviour policy)
- We work closely with outside agencies (including counseling) to support children with emotional and behavioural needs.
- All safeguarding concerns will be reported to Mrs Vicky Cook (DSL and SENCO), Mrs Emily Mayer (Head Teacher and DDSL), Mrs Samantha Robinson and Mrs Kinga Wilson (Parent Support Advisers and DDSL) as designated safeguarding leads and recorded on our CPOMS recording system.
- All incidents are communicated to the relevant members of staff and serious incidents are recorded as Records of Concern and given to the Headteacher.
- Intervention programmes to support confidence/self-esteem and social skills are planned as appropriate and impact is monitored using Strengths and Difficulties Questionnaires and professional discussions about impact.
- A worry monster is available in all classrooms for children to post worries. This is followed up regularly.
- Support is given to children based on each individual need and we use SDQs to identify the support that might be needed for each child.

Medical needs

- If your child has specific medical needs then please contact either your class teacher or the SENCO so appropriate plans can be put into action.
- If needed, a 'care plan' can be developed, with support and advice from outside agencies, 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 for more information

Support for behaviour (including attendance and exclusion):

If your child has specific difficulties regarding behaviour they may have an individual plan or a Pastoral Support Plan. The support provided will follow the ASSESS, PLAN, DO, REVIEW process (as outlined in section 4).

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

Throughout the process we pay careful consideration to the child's voice. This will include discussing their strengths and areas that they want to develop themselves.

Your child will be asked for their thoughts regarding progress they have made towards their targets, what strategies have worked well, what they think they may need support with next. If appropriate, your child may be asked to attend a review meeting.

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

The curriculum is carefully differentiated to meet all of the children's needs, this may include:

- Adaptations and scaffolds to support learning.
- Use of ICT to record work or to support learning.
- Use of concrete resources and practical apparatus where appropriate, for example use of Numicon or counters to support mathematical calculations
- Collaborative learning (talk partners, group work, peer assessment) to help children to access activities
- Use of pupil's interests to engage and motivate pupils
- using drama techniques to allow children to express themselves verbally and to work in small groups with others
- Use of visual aids
- scaffolding of tasks

- use of pre-learning to share key points of the learning prior to the lesson so your child is more prepared.
- Small group or 1-1 support.

11. What opportunities will there be to discuss my child's achievements? How will I know how well my child is progressing?

There will be 2 parents' evenings over the academic year, where you will be invited to look at your child's work and discuss their progress with their class teacher. During these meetings, if your child is on the SEN register, you will be invited to review your child's targets and progress. This review meeting will be with the Class Teacher and Teaching Assistant and SENCO (where appropriate). In the Summer Term you will be invited to an additional SEN Review meeting. If your child has an EHCP, they will have a separate SEN review meeting each term with the SENCo and TA or teacher where appropriate.

Children on the SEN register are also involved with suggesting ideas and thoughts about their targets and reviewing their own targets, which includes celebrating their achievements. Pupil voice is gathered each term through their 'my views' document where they can share their thoughts around their learning and support.

If you wish to discuss your child's progress at another time, appointments can be made with the teacher or SENCo.

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

We carefully track all of our children's progress across each term through the use of data and through observations. This includes:

- Assessment against the National Curriculum Year group expectations, tracked on our internal assessment system.
- National SATs tests.
- PIVATs – to measure small steps for children who are not making progress visible on the whole school system from Yr 1-6.
- Early Learning Goals– for children working within EYFS at the end of the year.
- Early Years' Small Steps document for EYFS children to measure small steps progress.
- Teacher assessments.
- Assessment for learning – within the classroom, self and peer assessment, use of talking partners to share ideas.
- Progress against Individual targets.
- Any assessments provided by outside agencies involved.

These help to identify areas to target and support to move your child forward.

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

All classes include educational visits to enhance the curriculum and residential trips are organised for children in Year 3, 4, Year 5 and Year 6. We will always include your child on a visit, ensuring any specific needs they have are taken into account within our risk assessment. Dependent on the needs of your child, you may be asked to support them on an educational visit. To ensure that we have enough adults on trips to enable all children to take part, sometimes this means that we ask parents or other volunteers to help.

All children have an equal right to attend our extra-curricular clubs; this includes Breakfast Club, which we run in the school hall every day; and our after-school care which is provided by Lincoln City Foundation. For more information about Breakfast Club please contact the school on 01522880071.

14. How accessible is the school environment?

The school is fully accessible to wheelchairs and there is an accessible toilet. We carry out an accessibility survey annually to ensure that this is consistent and no additional areas of development are identified, and this is carried out more regularly should the need arise.

We use ICT equipment (including iPads) to support children's learning and use specific equipment and resources to support individual and specific needs.

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

We have strong links with our preschools and to ensure a smooth transition we include the following actions:

- We hold a welcome event in the summer term where you will meet your child's class teacher and other relevant adults, be given information about how the school runs and find out about the order of the day and routines.
- For children joining our Nursery a home visit will be conducted so you and your child can meet the class teacher in a familiar environment. You will also be invited to visit the Nursery for a short 'taster' session to meet the staff and the other children.
- For children joining in Reception, the Reception teacher will visit your child in their current pre-school before they start, and your child will be invited for a short 'taster' session and a shared event with you.
- The Reception teacher meets with pre-school key persons to discuss your child's individual needs.
- The SENCo will speak to your child's key worker or previous school, where appropriate, to discuss their needs.
- Parents can meet with your child's class teacher and SENCo, where appropriate, before they start school
- School receives and use relevant paperwork from the nursery or previous school, e.g. your child's learning journey, any SEN or medical information

For children joining the Year 1, Year 2, Year 3, Year 4, Year 5 or Year 6:

- You will be invited to have a look around the school and meet the class teacher
- Parents can meet with your child's class teacher and SENCo before they start school
- School receives and use relevant paperwork from your child's previous school, e.g. your child's learning journey, any SEN or medical information.

Transition between year groups also involves:

- Sharing of information between class teachers (including paperwork, successful strategies)
- 'Moving up day' where your child will meet their new teacher.
- Children with specific needs may need a personalised social story book with photos showing the changes they will face in preparation for the following year.
- You can meet with the class teachers and SENCo to discuss transition plans and any additional support that might be needed for your child.

16. 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 SEN. We will support you and your child by:

- Children visit their secondary school for a range of days and activities throughout Year 6.
- Inviting the SENCo from the secondary school to attend the last review meeting of year 6.
- Organising agency support for transition, e.g. Working Together Team.
- Provide information about the needs of your child to their transferring school through paperwork, emails, meetings or phone conversation.
- 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 as necessary

17. How will I be involved in supporting my child?

We have a Parent SEN Forum which runs regularly to support all of our parents whose child has additional needs. This group has regular speakers and has included the Lincolnshire Parent Carer Partnership and Dyslexia Outreach over the last year. As part of this Forum we are also loaning resources to parents to support at home.

In addition to this there will be SENCO drop ins for parents regularly in order that parents can discuss any worries or concerns they have together.

Parents are also given a lot of practical ways to support their child's development in school and at home. We often support parents by lending or giving:

- 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 – 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, career advice
- 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

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

If you feel you need further support please come and speak to us. Either ask to speak to the SENCo or our Parent Support Advisors who will support and signpost you if needed.

We operate an open door policy- please come and ask to speak to us.

You can also find more information below-

- You can find out more information about Lincolnshire's local offer at <http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>
- You can access more information on support in Lincolnshire through the Family Services Directory at: <http://search3.openobjects.com/kb5/lincs/fsd/home.page>

19. What if I have a complaint about the provision for my child?

- If you feel you need to make a complaint about provision for your child, please contact the school for a copy of the complaints procedure.

20. Who can I contact for further information?

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

- Your child's class teacher as first point of contact
- Mrs Vicky Cook (SENCo)