



Love To Learn

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY**

**ADOPTED DATE: MARCH 2024  
REVIEW DATE: MARCH 2025**

**Malcolm Sargent Primary School  
Empingham Road  
Stamford PEG 2SR**

**Engage & Inspire**

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**Nurture & Growth**

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**Pride & Joy**

## **This policy takes full regard of the SEND Code of Practice 2015**

### **SENDCO:**

Mr Tim Cox – Fully accredited with National SENDCO Award

**SEND Trustee:** ~~Julie Flint~~ Jennifer Williamson

Contact with the SENDCO should be made through the school office: 01780 756056 or [enquiries@malcolmsargent.lincs.sch.uk](mailto:enquiries@malcolmsargent.lincs.sch.uk)

### **Compliance**

This policy complies with the statutory requirement set out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- SEND Report for children at Malcolm Sargent Primary School in Lincolnshire
- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (2015)
- School's SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2015)
- Safeguarding and Child Protection Policy
- Behaviour Management & Exclusions Policy
- Accessibility Plan

This policy was created by the school's SENDCO in consultation with the school's SEND Trustee reflecting the SEND Code of Practice 0 – 25 (2015) guidance.

### **SECTION 1 – Inclusion Statement**

All children are individuals and have varying differences and needs throughout their time at Malcolm Sargent School. All staff recognise that every child has gifts, abilities, and weaknesses, as part of a neurodiverse school community, which need to be adequately addressed by their class teacher. We believe that "every teacher is a teacher of every child or young person including those with SEND" (Nasen, 2014) and, in line with the SEND Code of Practice 0 – 25 (2015) class teachers are responsible for the learning and progress of all children. The school's SENDCO, Senior Leadership Team (SLT), Pastoral Team and Teaching Assistants support teachers and pupils with additional provision and strategies to ensure all pupils make progress towards achieving their personal potential. This policy includes children who have significantly greater difficulty in learning than most children of the same age and those with a medical diagnosis, neurodiversity, or disability where any special provision needs to be made.

All children must have an **equal opportunity** to take part in a broad and balanced curriculum and in all activities of the school. Where necessary, special arrangements may need to be made for those children with specific needs due to their neurological differences or disabilities who have additional needs will be encouraged to develop their strengths, take responsibility, and be helped to become as independent as possible.



## Through our inclusive practices we endeavour to:

- achieve **maximum inclusion** of all children (including vulnerable learners who may have additional barriers to learning other than special educational needs such as 'disadvantaged children') whilst meeting their individual needs.
- provide **differentiated learning opportunities** for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- make every effort to **narrow the gap** in attainment between vulnerable groups of learners and others.
- focus on individual progress against the **child's potential** as the main indicator of success.
- Raise awareness of neurodiversity and difference between children, to engender **tolerance and respect**.
- make a clear distinction between children who are not achieving their personal potential due to special educational needs and those who are achieving below age related expectations but are deemed to be achieving in line with their underlying personal potential. For example:
  - Some pupils may be assessed as having a low underlying innate capability in tests such as verbal and non-verbal reasoning. These children may be below expectations for their age, but working at their potential, and NOT underachieving or be considered to have a special educational need.
  - Other pupils will have special educational needs and/or disabilities (SEND) and this **may** lead to them not achieving their personal potential. It is our responsibility to ensure that pupils with SEND have the maximum opportunity to attain and achieve in line with their potential. Accurate assessment of need and the use of evidence-based programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school budget.

## SECTION 2 – Our Aims and Objectives for children with Special Educational Needs and Disabilities (SEND)

### Aims

Malcolm Sargent Primary School aims to:

- **Close the gap** between current achievement and potential achievement.
- **Support their self-esteem and emotional well-being** to ensure this does not become a barrier to their learning and achievement.
- **Encourage independence and motivation** so that these children have the life-skills to reach their potential without dependency on others, wherever possible
- **Listen to children's views** and involve them in planning their education.
- **Work in partnership** with parents.

## Objectives

The above aims will be realised in the school environment as follows:

- All pupils will have access to a **broad and balanced curriculum** using appropriate learning objectives in line with the age-related expectations appropriate to them.
- All pupils will have access to **universal best practices** for special educational needs provision, that support all children to access the curriculum and opportunities it provides.
- Specific individual needs will be taken account of at the planning stage to **differentiate provision**, resources, and support to scaffold their achievement.
- Various groupings and peer support will be used to **create opportunities** for children to take on different roles.
- The SENDCo and class teachers will organise **effective use** of people, interventions, resources, and time to maximise the learning. The school will **liaise with other agencies** e.g. Specialist Teaching Team, Educational Psychologists, Health and Social Care, Education Welfare Service, and any voluntary organisations to provide more specialist support.

### SECTION 3 – Special Educational Needs Referral and Identification Procedures (see Appendix 1)

At Malcolm Sargent Primary School we will endeavour to identify pupils with SEND at an **early stage** in their education although we recognise that some pupils' needs will only become evident as they develop.

The school will undertake **thorough assessments** of the child, to identify their needs, working with the views of the child, parents and adults who work with them, to determine whether the child is reaching their potential, and if not, whether they require further support beyond what is normally provided for all children within the classroom setting.

A pupil will be deemed to have Special Educational Needs *"where their learning difficulty calls for special educational provision, namely provision **different from or additional to** that normally available to pupils of the same age."* (SEND Code of Practice 0 – 25, 2015)

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice into the following four headings:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

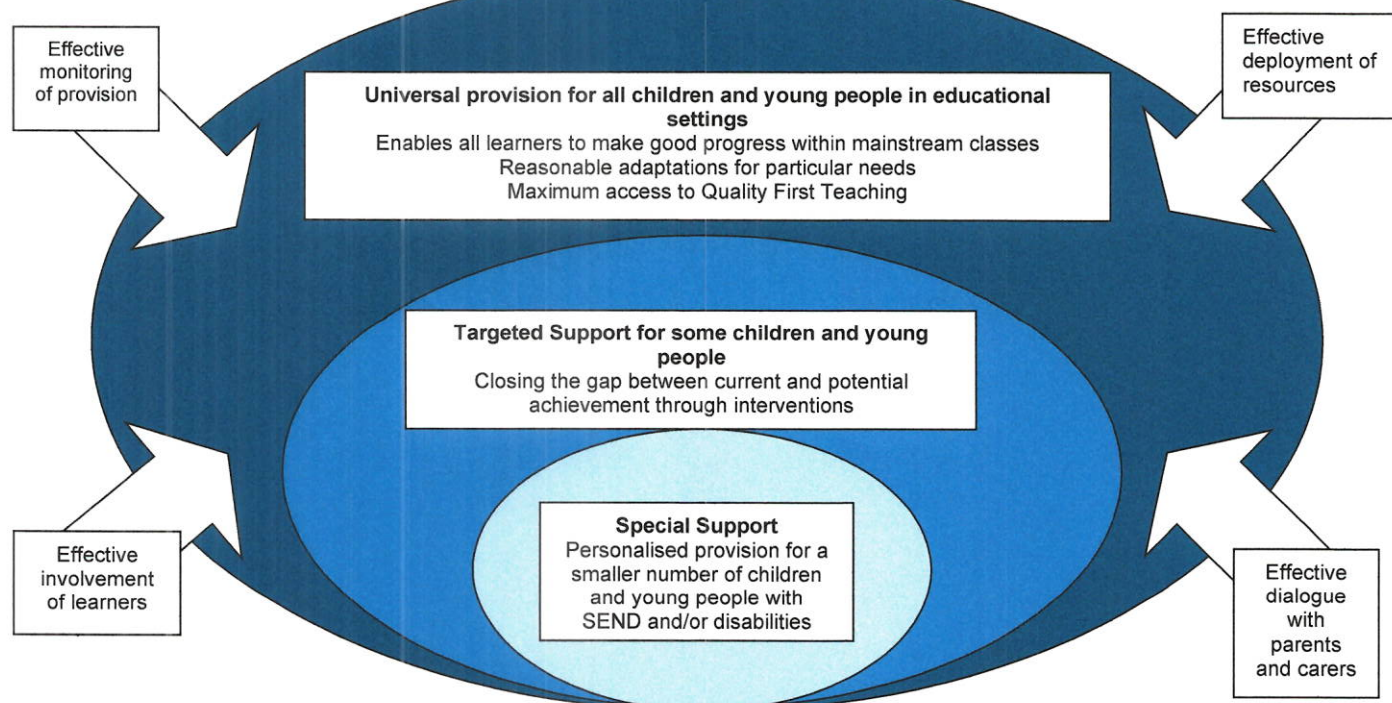
We recognise that some pupils' progress and attainment is affected by factors other than a Special Educational Need. For example:



- their attendance and punctuality
- their health and welfare (including their home experiences and influences)
- having English as an Additional Language (EAL)
- being potentially more vulnerable, for instance:
  - A pupil in receipt of disadvantaged pupil premium grant
  - Being a Looked After Child
  - Having child protection or safeguarding concerns or support from social services
  - Having parents in the armed forces leading to factors such as high mobility or deployments

## SECTION 4 – The Provision & Support Of Children With Special Educational Needs and Disabilities.

The school uses a graduated response as laid out in the SEND Code of Practice 0-25 (2015), to support all children.



### Universal Support

Children whose **needs can be met through universal provision**, through high quality teaching and support, effective monitoring, deployment of resources, involvement of learners and parents, who are therefore reaching their potential, are not deemed as having a Special Educational Need. In some instances, though, these children can have an identified Disability and may still be placed on the SEND register as a way of ensuring a robust and consistent approach to meeting their needs.

## Targeted Support

Children who are **not reaching their potential** through day-to-day universal support may be given additional support as is necessary within class, or through pre and post teaching interventions.

## Special Support

- Children who have been identified as **not reaching their potential, despite targeted support** and are identified as having a Special Educational Need (SEND)
- Children who have a disability or difference that requires specialist support for them to be fully included in school life and/or have full access to the curriculum.

Children with Special Educational Needs and Disabilities (SEND) will be supported through the Graduated Approach - an annual cycle where targets are set based on their needs, provision is planned, and its success is evaluated through the review of the child's targets. This occurs three times a year (please see SEND Target Set & Review Procedure – Appendix 2).

Children are supported in this support and review process through a range of different documents, as follows:

## SEND Register

A list is maintained of all children on the SEND Register in one or more of the following categories:

- **SEND Support** (listed as a K on Integris database):
  - Children needing **school-based** support, provision and intervention that is additional to or different from well differentiated quality first teaching available to all children and/or
  - Children needing the involvement of outside agencies working in collaboration with the school and/or parents in providing appropriate support, provision, intervention, and care.
- **EHC Plan** (listed as an E on Integris database): Children with a legal document detailing the support, provision, and intervention necessary in meeting their severe and complex needs, enabling progress and achievement.

A copy of the Policy and Appendices and a latest SEND Report will be given to parents should a child have special educational needs identified and as a result, be placed on the register.

## The SEND Needs Profile

The SEND Needs Profile, is a working document, written by the school, parents and the child, and using the views and recommendations set by other professionals. It is reviewed three times a year as part of the 'graduated approach' and shared with other agencies and professionals, and staff in school, as is deemed necessary to support the child.



The Needs Profile may be enhanced to include a Pastoral Support Plan and/or Risk Assessment if required. The enhanced plan includes further detailed provision and strategies to support the management of the child's SEMH needs and/or behaviour, which are reviewed with parents, the child, professionals, and school staff at least three times per year. In setting SMART targets, and detailing provision and management strategies, regarding the child, school and family, stakeholders work together to ensure home/school collaboration and provision helps the child to overcome barriers to learning and progress. (See Appendix 3.)

All plans are written with the **child's needs at the centre**, using the voice of the child, using child and parent friendly speak wherever possible. It includes:

- The positives and successes for the child, alongside their difficulties and needs.
- The child's **targets** and the provision needed to help the child to achieve them. Targets are short, measurable, achievable, realistic, and time-related (SMART) taking the small steps needed to allow the child to make progress on the relevant areas they are working on. A range of documents may be used to support in accurate target setting, such as the National Curriculum subject statements, National Curriculum Teacher Assessment Frameworks, Pre-Key Stage Descriptors, Engagement Model descriptors, Autism Education Trust measures, recommendations and targets set by professionals from their assessments.
- The provision that is planned for the child, to enable them to meet their targets, and the support and strategies in place, are all **reviewed three times a year**, so that successes and weaknesses can be identified early, and relevant changes made quickly.
- The **impact of provision** is measured on the plan, also taking account of the child's views.
- **Professionals' opinions**, recommendations, and diagnoses.
- **The views of the child, the school, and parents.**
- A front page that details the strengths, needs, views, and wishes and how best to support the child.
- **Access arrangements** - the arrangement necessary for the child to be able to access assessments and perform to their full potential.
- **Transition arrangements** – the things that need to be put in place in advance of moving to a new year group to ensure that they are well prepared.
- A cumulative **provision map** detailing what provision is used when it was started and finished.

Should a child's needs be assessed as requiring **significant support beyond the notional school funding** available, when reviewing progress, the school or parents may deem it necessary to request an Education, Health, and Care Needs Assessment. Children who have an Education, Health, and Care Plan (EHCP), will have the plan reviewed three times a year, identifying and reviewing the small steps taken towards meeting the overarching annual targets. ~~The editable EHCP and/or using the Annual Review document, which will support and inform the Annual Review process for the EHCP.~~

To support gathering evidence of the nature of the child's needs and to measure the capacity of the school to meet these needs, the Lincolnshire Valuing SEND (V-SEND) Tool will be used, as part on the Lincolnshire High Needs Strategy. This tool identifies the areas of need for the child, the provision in place and how effective this is, and the overall capacity and ability for the school and parents to meet the child's needs at the current time.

This toolkit is instrumental in providing the evidence for as assessment.

### **Education, Health, and Care Plans**

*"Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment."*

*(SEND Code of Practice 0 – 25, 2015, p95)*

Pupils with an EHCP will have access to all arrangements for pupils on the SEND register and, in addition to this, will have an Annual Review of their plan which the Local Authority SEND caseworker may attend.

Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our notional devolved budget at an earlier stage and completion of the V-SEND Toolkit.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local LCC policy and guidance, particularly regarding the timescales set out within the process. (See Appendix 4).

We review the EHCP three times a year, including the Annual Review, ~~using a workable copy of the plan, and more times should this be needed.~~ The Annual Review makes changes to the EHCP in statute, and occurs once per year, with advice from external professionals and the case worker for the child, where relevant. These updates will be made on the EHC Hub, which stores all Lincolnshire EHCPs. A further two reviews are undertaken each year of the EHCP, which are recorded on a paper document, discussing interim progress and changes. These amendments and adjustments are then ratified into a new EHCP formally during the Annual Review held once per year and the new EHCP is then produced by the local authority.



A child with an EHCP does not follow the Admissions Protocols for applying to Secondary Schools in Year 5 and 6. Instead, the caseworker is responsible for liaising with the family and through the Annual Review process, to ensure families can indicate their preference of school. The Caseworker will then consult with this school, (and others similar), to confirm a place at a Secondary School for Year 7 and will keep parents up to date with the process and the success in finding a school place and naming that school on the EHCP for Year 7. This process starts in the Summer Term of Year 5, where families must give a preference of either a 'mainstream' or 'specialist' provision in the review meeting. In the Autumn Review in Year 6, families must then express a preference of school or schools to consult with.

## The Individual Healthcare Plan

The Individual Healthcare Plan (IHC), is a working document, written by the school, parents and the child, and using the views and recommendations set by other professionals. It is reviewed once a year, and shared with other agencies and professionals, and staff in school, as is deemed necessary to support the child. (See Appendix 5.)

## Provision for Children with SEND

The plans undertaken with children, their families, outside agencies and the school, as outlined above, aim to ensure all children with Special Educational Needs have **full access to a broad and balanced curriculum**, making adjustments to enable them to reach their potential and for their needs to be met. Provision ranges from minor adjustments made to classroom practices such as strategic positioning of the child in class, through to individualised timetables and work programs that differ entirely to the age-related expectations of the child. This will be dependent upon the severity of the child's needs. Full details of our Provision Planning can be found in Appendix 6 with a supporting glossary of acronyms in Appendix 7.

## Assessment

Assessment of children with Special Educational Needs is **ongoing** through observations, marking, feedback and continuous assessment of children in class. Teachers and teaching assistants will contribute to the overall judgements that are made on whether targets have been met, and how the child is progressing towards reaching their individual potential.

Teachers meet at least once per term, to **moderate** judgements made on children's achievement and progress, with other teachers across the year group, and within year groups.

Children who have specific targets set from evidence-based intervention strategies, may have smaller, more frequent assessments, to track progress and achievement, all of which is recorded and maintained in the child's SEND files, for use by other professionals in contribution to the reviews.

Teachers meet at least three times a year to **analyse the achievements and progress** of children with Special Educational Needs, to identify when children are still not making sufficient progress to reach their potential, as characterised by progress which:

- *Is significantly slower than that of their peers starting from the same baseline.*
- *Fails to match or better the child's previous rate of progress.*
- *Fails to close the attainment gap between the child and their peers.*
- *Widens the attainment gap".*

*(SEND Code of Practice 0 – 25, 2015, p95)*

Assessments to help identify whether a child has Special Educational Needs are carried out by teachers, the SENDco and external professionals as part of the SEND Referral and Identification Procedure (see Appendix 1). When completed, these assessments will be forwarded promptly to the parents of the child with an explanation of the type of assessment used, the outcomes and what the next steps will be, by the person who has carried out the assessment, or in the case of external assessments, by the SENDco or their designate.

## **SECTION 5 – Roles & Responsibilities**

### **Management of Inclusion within our school**

The Principal and the Board of Trustees have delegated the responsibility for the ongoing implementation of this policy to the Special Educational Needs Coordinator (SENDco). The SENDco is responsible for reporting regularly to the Principal and the link trustee with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

**All staff in school have a responsibility** for maximising achievement, progress, and opportunity of vulnerable learners. Specifically, all teachers are teachers of pupils with special educational needs and disabilities. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is always shown towards all pupils.

### **Principal**

- The Principal is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Principal and the Board of Trustees will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator (SENDco).
- The Principal will be informed of the progress of all vulnerable learners and any issues regarding the school's provision through:
  - Analysis of the whole-school pupil progress tracking system.
  - Maintenance and analysis of data.
  - Analysis of key data summary and other reports including RaiseOnline, FFT, Local Authority reports.



- Feedback from Year Leaders following Data Analysis Meetings.
- Regular meetings with the SENDCO.
- Discussions with pupils and parents.

## **Special Educational Needs Coordinator**

In line with the recommendations in the SEND Code of Practice 2015, the SENDCo will oversee the day- to-day operation of this policy in the following ways:

- Co-ordinating provision for children with special educational needs.
- Understanding and monitoring the relevant spend on SEND from the school's devolved budget.
- Overseeing the appointment, deployment, and operational management of support staff in relation to supporting pupils with SEND.
- Liaising with and advising teachers.
- Overseeing and quality assuring the records on all children with Special Educational Needs.
- Overseeing the relationships of parents of children with SEND and class teachers.
- Contributing to relevant staff CPD.
- Implementing a programme of Annual Review for all pupils with an Education Health and Care Plan.
- Carrying out referral procedures to the Local Authority to request additional funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support.
- Overseeing the smooth running of transition arrangements and transfer of information for all pupils on the SEND register.
- Monitoring and quality assuring the school's SEND procedures and all relevant documentation in accordance with the performance management for Teachers and Teaching Assistants.
- Regularly evaluating the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Supporting teachers and senior leaders in liaising sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views.
- Attending area SENDCO network meetings and training as appropriate.
- Liaising with the school's Link Trustee, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with SEND (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support vulnerable learners.

## **Pastoral Team (Emotional Literacy Support Assistants)**

The pastoral team will work with identified children to remove barriers to learning for vulnerable pupils including those with an EHCP and SEND. Support will include:

- Responding to the immediate needs of a pupil in crisis that cannot access classroom learning due to a social, emotional, or mental health need.
- Supporting increased transition arrangements rooted in SEND or anxiety.
- Providing a 'safe place' for vulnerable children to go when they are struggling to access the classroom curriculum due to a pastoral or SEMH need.
- Providing targeted evidence-based interventions that help to reduce and manage barriers to learning rooted in SEND, particularly those with SEMH needs.
- Supporting and modelling excellent behaviour management strategies of pupils with additional needs, to maximise learning.
- Monitoring and supporting good attendance of pupils with SEND (above 90%) in order that they can maximise their learning opportunities in school.
- Supporting pupils needing bereavement support.

## **Class Teacher**

- Liaising with the SENDCO to agree which pupils require additional support because of a special educational need and/or disability and need to go on the school's SEND register. Some of these pupils may require advice/support from an outside professional; this would include pupils with EHC Plans.
- Securing good provision and good outcomes for all groups of vulnerable learners by:
  - Providing differentiated teaching and learning opportunities.
  - Ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies. (SEND Code of Practice 2015).
  - Ensuring effective deployment of resources, including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
  - Ensuring the day-to-day provision of the children through the SEND Plan and EHCP is being delivered through the implementation plan effectively.
  - Communicating regularly with parents and professional external agencies as is required to effectively support the child.
  - Evaluating the impact of provision for children in their class and making necessary adjustments.
  - Carrying out any assessments necessary to help with this evaluation.
  - Updating plans regularly and ensure parents receive a copy of the plan at least one week in advance of review meetings.
  - Ensuring parents and children's views are captured and feedback is provided at each review, using the relevant scale ratings.
  - Liaising with the SENDCO should there be difficulties with the implementation of a SEND Plan or EHCP.
  - Liaising with the SENDCO should there be any further requirement for training or supervision.



## **Teaching Assistant**

- Liaising with the Class Teacher to discuss data, targets, set, facilitate and deliver relevant evidence based interventions and support the review of SEND Pupil Profiles at least termly.
- Securing good provision and good outcomes for all groups of vulnerable learners by:
  - Facilitating more quality time for teacher-led interventions by providing relevant class teacher support as appropriate.
  - Working on agreed targets with pupils with SEND which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies. (SEND Code of Practice 2015).
  - Maximising outcomes for all groups of vulnerable learners both within the whole-class setting and through small-group and 1:1 interventions.

## **Parents**

### **Training & Ongoing Professional Development for the Support of SEND**

- In accordance with Section 6 of the SEND Code of Practice 2015, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENDCO will regularly attend local network meetings and LA briefings.
- All staff will be trained in how to best support all vulnerable learners to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Principal and senior leaders will be responsible for reporting to trustees on the efficacy of these arrangements (including value for money). Our school will, whenever possible, join with other schools in joint commissioning and quality assurance arrangements.
- Please see Appendix 8 relating to SEND training.

## **Resources**

- All SEND resources, equipment, books, sensory and other specialist equipment, will be funded by the devolved SEND budget.
- Teaching Assistant support for children with SEND will be partly funded by the devolved notional SEND budget.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school

will, whenever possible, join with other schools in joint purchasing/hire of equipment.

- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

## **Partnership with Parents/Carers & Parental Responsibilities**

The school works in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.
- Asking parents to attend SEND Review meetings 3 times a year and be prepared for these meetings by reading paperwork prior to the meeting.
- Asking parents to support their child with additional work at home or their child's attendance at interventions where these are offered.
- Supporting the school in undertaking addition or specific assessments that may help provide further information about their child's needs.
- Liaising and providing information to external agencies.
- Following the advice and recommendations made by external professionals, to support their child at home and in school asking parents should ensure they are familiar with the school's SEND Policy, its appendices and the school's SEND Report. Information contained within these documents will help support understanding of the processes, support provided by the school, agencies that may be involved and terminology used.
- Asking parents to direct questions and concerns to the right person by following the school responsibilities outlined above, for instance, day-to-day organisation, interventions, support, and care of children is the class teacher's responsibility.
- Read and attend training courses to raise their awareness, understanding and skills around special educational needs and those areas that their child may have.



The Lincolnshire Family Services Directory and Lincolnshire Parent Carer Forum are good places to start. See also Appendix 9 of this policy 'Helping You to Help Your Child'.

## Involvement of Pupils

We recognise that all **pupils have the right to be involved in making decisions** and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress using layered targets. We endeavour to fully involve all pupils by encouraging them to:

- Attend and be involved in the review and target setting meeting where appropriate.
- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum **so that they know what their targets are and why they have them.**
- Self-review their progress and set new targets.
- For some pupils with special educational needs, monitor their success at achieving the targets.

## Effective Transition

- **We will ensure early and timely planning for transfer** to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of SEND support and all those with EHCPs. Pupils with EHCPs will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil will be carefully planned and will include familiarisation visits and emotional support. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCo will liaise.

## Admission Arrangements

No child will be refused admission to school because of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority.*)

## Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENDCO, then, if unresolved, following the school Complaint Procedures. Complaints should be made to the school Business Director via [enquiries@malcolmsargent.lincs.sch.uk](mailto:enquiries@malcolmsargent.lincs.sch.uk).



## APPENDIX 1

### **SEND Referral & Identification Procedure**

The Lead Professional underlined and highlighted in bold, is responsible for the actions at each stage, and for feeding back to parents and external agencies following any actions/reviews.

Concern is raised to the **class teacher** about a child's academic achievement, behaviour, social and emotional development, speech and language, physical development, sensory awareness, hearing or vision. This could be from:

- the child
- the child's parents or carers
- previous setting
- relevant agency or health professional or the class teacher themselves.

The **class teacher** discusses the concerns with the **SENco** or their designate. If concerns remain, the class teacher gathers information for the **SENco** to advise upon, from the following:

- the child
- the child's parents or carers
- adults working with the child in class
- anyone else who works with the child regularly

If concerns remain, the **SENco** assesses the quality of universal provision or High Quality Teaching (HQT) for all children, including those with SEN. **SENco** assesses the quality of 'additional to' and/or 'different from' provision for those with SEN, and the child being assessed, as directed by the class teacher and other adults, as a part of the universal provision and HQT.

**SEN Provision requires development prior to any further assessments**

**SEN Provision is of a good quality and all possible provision is in place for the child**

**SENco** makes an assessment based on all the information given including:

- The nature of the concerns
- Academic attainment and progress based on prior attainment
- Attitude to school and work
- Behaviour, social and emotional development and attitudes to others
- Attendance
- Close analysis of behaviour in class or at playtime (where applicable)
- Previous assessments and paperwork such as SNAP, Lucid, STT etc

**SENco** makes recommendations based on assessment as follows:

**Child is reaching potential and has no additional needs**

**Child has additional needs that can be met as part of universal HQT**

**Child is underachieving against potential and needs significant adjustments to meet their needs additional to and different from universal class provision**

**Child may have underlying medical need which required further assessment**

#### **Stage One:**

Further assessments carried out by **class teacher** to identify needs such as:

- School based SNAP assessment (Initial Need Identification)
- School based Lucid Assessment (Initial Dyslexia Screening)
- SDQ (Self-Esteem, Attention & Social/Peer Relationships)
- Rosenberg (Self-Esteem)
- Dyspraxia Checklist (Initial Assessment)
- ASD Checklist (Initial Assessment)
- ADHD Checklist (Initial Assessment)

#### **Stage Two:**

If Stage One Assessments, indicate a significant need, **class teacher** refer child to specialist services:

- STT (Full Cognitive Assessment)
- Educational Psychologist (Full Psychological Assessment)
- SALT (Speech & Language/Communication Assessment)
- WTT (Autism Outreach Assessment – Sensory and AET)
- TLC Pathways (Behavioural Assessment)
- Community Paediatrician (Medical Assessment)
- Occupational Therapy (Physical Assessment)
- SEST (Visual/Auditory Assessment)
- School Nurse (Community based medical assessment)
- CAMHS (Mental Health Assessment)
- Any other relevant professional

**Child identified as having Special Educational Needs, registered, and recommendations written into Needs Profile, for ongoing review. Class teacher responsible for:**

- Updating the provision and targets
- Ensuring provision is taking place
- Assessing progress against the targets.
- Liaising with parents and external professionals to review and update
- Undertaking assessments needed as required
- Seeking training and support from the **SENco** as is needed

#### **Stage Three:**

If the child's needs exceeds the provision able to be funded through the school's devolved notional budget for pupils with SEND, then the school or parents should consider requesting an Education, Health and Care assessment. A Lincolnshire V-SEND Toolkit is completed and reviewed. This would be discussed with parents by the **SENco** if/when deemed appropriate by the school. See Appendix 4 for following stages.



## SEND Target Set & Review Procedure

(For Medical Profiles & Needs Profiles Incorporating EHCP & Pastoral Support Plans)

### Autumn Review & Spring Target Setting – December Parent Consultation

***Teachers meet with child and parents to review Autumn Targets, and set new targets for the Spring term, revising Needs Profile in any sections where applicable:***

- Discuss and update the Needs Profile based on most recent information, including a review of and changes made where necessary to what the child enjoys and is good at, what they find difficult and how they are helped, what they need in assessments, what they can do at home to be supported, what parents, the child, teachers and professionals think.
- Update any further recommendations from external support agencies such as STT, SALT, EP or WTT, into the sections on 'What I Find Difficult', 'What Help's Me', and 'What Professionals Think'.
- Review previous Targets, to identify whether they have been met, partially met, or not met. Decide whether to continue with targets, or set new targets based on child's progress and current needs.
- Set new targets based on specific SEND needs, agreeing what help they need to reach them
- Book a meeting for the review of the targets, with parents and child, for the end of the Spring Term, following assessments. Send the paperwork to parents at least one week in advance.
- **Print two copies for signing; one for central SEND file and one for parents to take home.**



### Spring Review and Summer Target Set meeting – March Parent Consultation

***Teachers meet with child and parents to review Spring Targets, and set new targets for the Summer Term, revising Needs Profile in any sections as above, where applicable:***

- Book a meeting for the review of the targets, with parents and child, for late June/July, following next assessments. Send paperwork to parents at least one week in advance.
- **Print two copies for signing; one for central SEND file and one for parents to take home.**



### Summer Review & Autumn Target Set meeting – June/July SEN Meeting

***Teachers meet with child and parents to review Summer Targets, and set new targets for the Autumn Term, revising Needs Profile in any sections as above, where applicable.***

- Book a meeting for the review of the targets, with parents and child, for late June/July, following next assessments. Send paperwork to parents at least one week in advance.
- **Print two copies for signing; one for central SEND file and one for parents to take home.**



### Transition To New Class – July Professionals Meeting & October Update

***Teachers complete at the end of year designated transition meeting. This could take place in the Summer Review & Autumn Target Set meeting with parents (above). In Year 6, the child's future secondary school SENDco will be invited to attend.***


***Discuss the child's needs using the Profile, and ensure the receiving teacher understands:***





- The needs of the child and what they find difficult
- What support is in place and what has been done to help them, including strategies that work
- What other professionals have been involved, and what they have diagnosed, assessed and recommended, (go through the recent copies of reports from professionals, including STT, WTT, EP, SALT etc).
- Ensure EHCP is shared (although all strategies will have been reviewed within the SEN Intensive Support Profile).
- **The child's new class teacher will start to review and update the SEN Plan, once the child has settled in at the beginning of the year – adjusting the provision according to needs and how the class support is organised and interventions run.**





## APPENDIX 3

My Needs Profile				
	<b>Number</b>		<b>Start Of Plan Date</b>	<b>Year &amp; Term</b>
	<b>Name Of Child</b>		<b>D.O.B.</b>	<b>Adults Involved</b>
	<b>Meeting Date</b>		<b>Present At Meeting</b>	<b>Next Meeting</b>
<b>Meeting Overview / Aims</b>				
<p>Welcome &amp; Introductions. The purpose of this meeting is to discuss the behaviour of the child. It is important that we consider the education and wellbeing of the child whilst also remaining mindful of the right of the other children at the school to learn, be safe and happy, and the right for adults at the school to do their job. For the success of this meeting, I would expect all views to be listened to and everyone to be respectful so we can work together in the best interests of the child and everyone else at the school. If I feel this is not the case, the meeting will have to be stopped.</p>				
<b>Overview of Child</b>				
Write a brief synopsis of the child's reasons for being on the register, and the story of their support and achievement so far throughout their education at the school.				
	Area	Primary	Other	
	Speech Language & Communication Needs			
	Cognition & Learning Needs			
	Social Emotional & Mental Health Needs			
	Physical & Sensory Needs			
<b>How Will You Know I Need Help?</b>		<b>What I Like You To Do To Help Me</b>		<b>What Won't Help Me</b>
<ul style="list-style-type: none"> <li>I will be distracted and look out of the window.</li> <li>I may swing on my chair.</li> <li>I may make some noises.</li> </ul>		<ul style="list-style-type: none"> <li>Look at what I have done so far and give me praise.</li> <li>Get me started on the next bit with a question or suggestion.</li> <li>Say my name first, to get my attention.</li> <li>Speak slowly.</li> </ul>		<ul style="list-style-type: none"> <li>Giving me too much to do at once.</li> <li>Telling me how much time I have left.</li> <li>Not re-explaining something.</li> </ul>
<b>I am good at and I really enjoy...</b>		<b>Things I find difficult...</b>		
<p>The child to be asked questions to gain an in depth view of what they consider themselves to be good at, both in school with their learning, and out of school.</p>		<p>The child to be asked questions to gain an in depth view of what they feel they struggle with, both in school with their learning and/or behaviours, and out of school and what helps them, and could potentially help them more.</p>		

<div> <div>  <b>Professionals that help and support me think...</b> </div> <div>  <b>The school thinks...</b> </div> </div>											
Update this section with any new information from outside professionals such as Community Paediatrician, STT, WTT, Social Care, Adoptive Services including the date.	The school's view on the child's difficulties should be made explicit in this section, along with a view on impact of support from school, home and the engagement from the child.										
<div> <div>  <b>My attainment &amp; learning...</b> </div> <div>  <b>My parents think...</b> </div> </div>	<div> <div> <p>The parents' view on the child's difficulties should be made explicit in this section, along with a view from on impact of support from school, home and the engagement from the child. Parents should rate the effectiveness of the provision.</p> <p><b>Review Of School Provision &amp; Support</b></p> <p>How effective do you think the provision and support given to your son/daughter is? Please give details and then rate the effectiveness of the provision and support below..</p> <p>Please rate by indicating which number on the scale below:</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Poor</td> <td>Needs Improvement</td> <td>Okay</td> <td>Good</td> <td>Excellent</td> </tr> </table> <p>If you have any concerns about the SEND process, please contact the Complaints Coordinator at <a href="mailto:enquiries@malcolmsargent.lincs.sch.uk">enquiries@malcolmsargent.lincs.sch.uk</a>.</p> <p><b>Other views and comments about home life and difficulties</b></p> </div> </div>	1	2	3	4	5	Poor	Needs Improvement	Okay	Good	Excellent
1	2	3	4	5							
Poor	Needs Improvement	Okay	Good	Excellent							



## In assessments I need...



## Provision Map



Add details of any adjustments to be made to assessments, including weekly spellings and tables, phonics, ongoing mini-assessment tests and end of term/year assessment tests.

- \*
- \*
- \*
- \*
- \*
- \*

### In transition to my next class I need...

1:1 project work with the new teacher in July to build relationships and 'get to know'

New teacher to observe the child in current class setting.

Animalia / Kim's Game

New teacher to teach the class that the child is currently in or team teach.

Moving Up Booklet given out and completed

New class teacher to start to build a relationship with the child prior to class transition week by popping in, doing a special job, or project.

Transition PSP meeting with current class teacher, new class teacher and other adults, parents and in some cases, child

Extra visits to school in September INSET to meet new teacher and see classroom and become familiar with environment, rules and routines

Additional visits to secondary school with current supporting adults to meet key support staff and become familiar with routines and environment

Secondary school Pastoral or SEN Team to observe child in current setting and start to build relationships Passport will be started by the current class teacher, detailing information about the child, then to be taken home with details in about the new class teacher, rules, routines, narrative to build a picture of the new teacher. Passport to come back to school for new teacher to complete with the child.

'We're looking forward to seeing you' postcard to be sent in the last week of the holidays.

A week long transition period for all children with their new class teacher, to build good, strong relationships prior to the summer holidays.

New teacher to introduce themselves to the children the morning of transition, prior to all children being told.

Child remains in their current classroom setting, and the new teacher comes to them, introduces themselves and then leads them to their new classroom setting.

1:1 project work with the new teacher in July to build relationships and 'get to know'

Autism Transition Priorities Questionnaire & Socialising Questionnaire & AET Top Tips Built Into This Plan With Transition Target

Targeted Intervention	Start	Finish	Impact / Success	First Quality Teach Strategy	Start	Finish	Impact / Success
Adult Support 1:1				Adult Support 1:6			
Adult Support 1:3				Make & Break			
Paired Reading				Specific Word Mats			
Nessy Reading & Spelling				Phoneme/Syllable Strip			
Reading Comprehension				Abacus			
Fresh Start Phonics				Number Tiles			
IDL Literacy				Number Apparatus			
Precision Teach				Partition Grid Strip			
Pre-Teach / Post-Teach				Number Line			
Colourful Semantics				Circle Of Friends			
Word Wasp				Reminder Cards/Lists			
TRUGS				Mapping & Visual Planning			
SHINE				Cushion			
Socially Speaking				Fidget Toy			
Black Sheep				Rest Breaks / Sensory Breaks			
Language For Behaviour				Short Term Reward Strategy			
First Call				Long Term/Bulding Reward			
SALT Program				Short Work Chunks/Targets			
ECLIPS Program				Safe Space			
IDL Maths				Ear Defenders			
Hit The Button				Personalised Timetable			
Plus 1				Alphabet Arc			
Hidden Chimp				Writing Slope			
Lego Therapy				Pencil Grips			
Comic Strip / Social Stories				Zuma Chair or Stool			
Take Time							
Memory Fix							
Processing Card Games							
Dictate Pro							
Visual Overlay							
LDA Visual Processing Program							
EyeCanLearn							
Timed Repeated Readings							
Rainbow Tracking							
Incredible 5 Point Scale							
Zones of Regulation							
Drawing & Talking							
Feelings Artbook							
ELSA Therapy							
Book of Success							
Grief Encounter							
Weights / Bands							
OT or Physio Program							
First Move							
Sensory Circuits							
Talkabout							

Targets/Outcome	Things that help me...	Who helps me...	Review of things that help My new targets will be...
<p>Write the strategies used to support the class with this target. There could be a range of support strategies used including:</p> <p><b>First Quality Teach</b> strategies that are small adjustments made to the day to day teaching, like position in class, repeating instructions, overlays, alphabet arc, number tiles, concrete resources, time related marks, sticker charts, anger management plan, behaviour strategies etc.</p> <p><b>Specific Targeted Intervention</b> including the entry and ongoing assessment information, for programs such as Catch-Up and Nessy, Anxiety Gremlin or Anger Stop Cards, tailored support from services and providers outside of school.</p> <p><b>Enhanced Support For Profound Needs</b> would be rare in a mainstream setting, but would include the need for significant intensive 1:1 support for a child with complex and profound physical, cognitive and mental difficulties.</p>	<p>Write the strategies used to support the class with this target. There could be a range of support strategies used including:</p> <p><b>First Quality Teach</b> strategies that are small adjustments made to the day to day teaching, like position in class, repeating instructions, overlays, alphabet arc, number tiles, concrete resources, time related marks, sticker charts, anger management plan, behaviour strategies etc.</p> <p><b>Specific Targeted Intervention</b> including the entry and ongoing assessment information, for programs such as Catch-Up and Nessy, Anxiety Gremlin or Anger Stop Cards, tailored support from services and providers outside of school.</p> <p><b>Enhanced Support For Profound Needs</b> would be rare in a mainstream setting, but would include the need for significant intensive 1:1 support for a child with complex and profound physical, cognitive and mental difficulties.</p>	<p>Who helps, when and for how long, for each strategy listed.</p> <p>Detail how much this provision will cost where applicable.</p>	<p>A review of the success of the target, Has this been achieved.</p> <p>A review of the strategies used. What has been successful? Include and ask for views on each strategy in the meeting from the child (in blue), the parents (in green) and the school (in red).</p> <p>Write new target which will be copied straight into Target section of new profile</p>
	<p><u>First Quality Teach</u></p> <p><u>Specific Targeted Intervention</u></p>		
	<p><u>First Quality Teach</u></p> <p><u>Specific Targeted Intervention</u></p>		
	<p><u>First Quality Teach</u></p> <p><u>Specific Targeted Intervention</u></p>		
<p><b>Signatures</b></p>			
Child			
Parent			
Teacher			

Please ensure the plan has been signed, has included pupil's views on the success of what we do to help them in the review section, and that parents have graded the provision and support given.



## **Appendix 4**

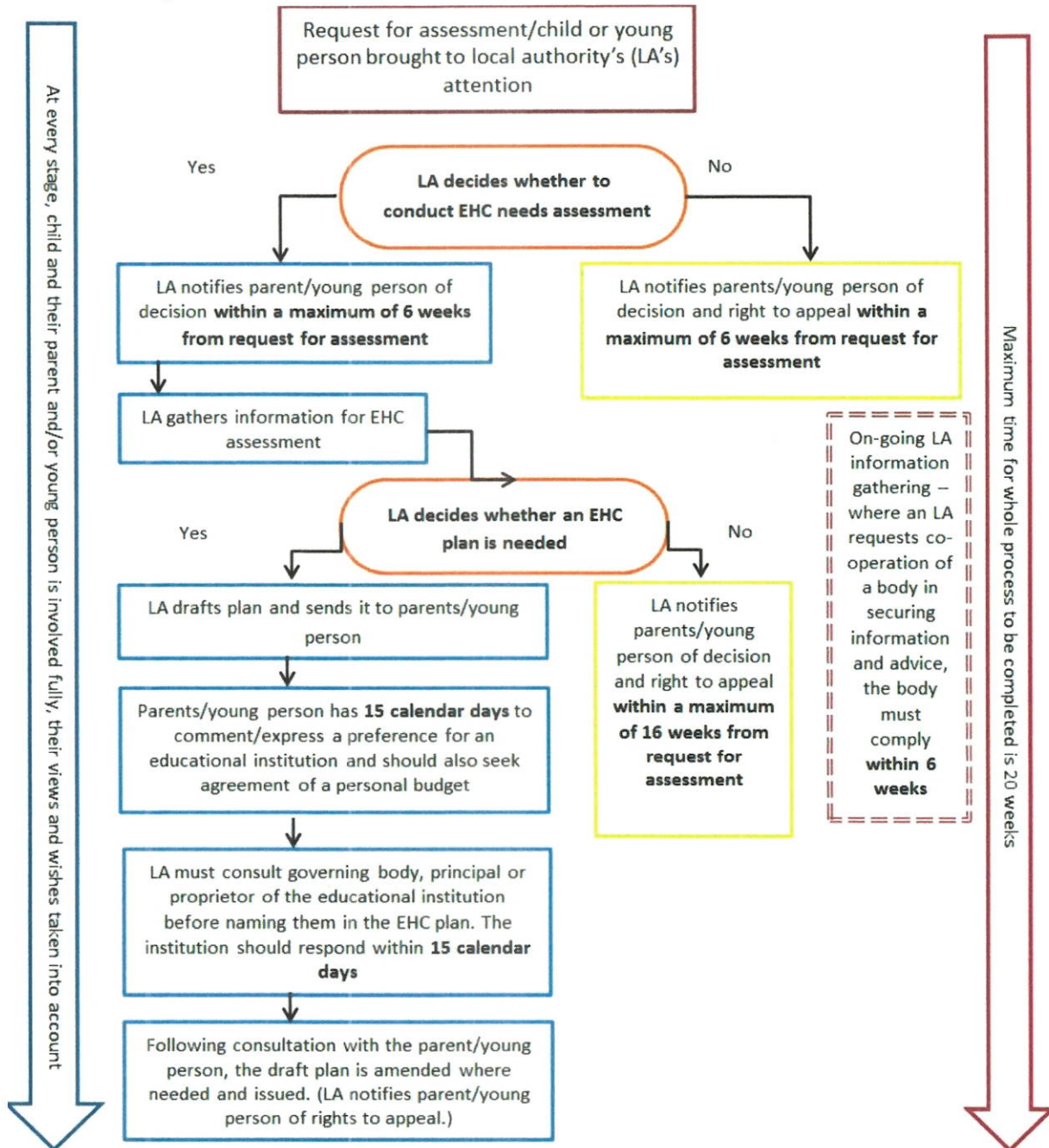
Minimum requirements and evidence needed for a request to be made for an Education, Healthcare Plan:

1. Engagement with an external professional who is providing advice or recommendations to the school.
2. A minimum of three reviews of a SEN Plan (this takes one academic year)
3. Evidence across at least one review that recommendations made by external professionals have been implemented and reviewed.

A request for an Education, Healthcare Plan is supported to have a higher chance of success being agreed at the first Panel, if:

1. A Lincolnshire Value-SEND has been used to assess the needs of the child at least twice.
2. An Early Help Assessment has been conducted with the family to ensure the needs of the child are not being created solely by environmental concerns or parenting capacity.
3. ASK SALL has been contacted to ensure the school is undertaking all that it can from Lincolnshire SEN Support.
4. The child's attendance is above 95% to ensure the child's needs are not being created by inconsistent or poor attendance at school.
5. Parents are doing all that they can to support the child both in and out of school.

## Statutory timescales for EHC needs assessment and EHC plan development







## Appendix 5

### INDIVIDUAL HEALTH CARE (IHC) PLAN

Name of Your Child:	
Date of Birth of Your Child:	
Address of Your Child:	
Your Home Telephone Numbers:	
Your Mobile Numbers:	
Your Work Numbers:	
Your GP's Name and Surgery Details:	
Your Consultant's Name and Hospital Details:	
Name of Condition/Diagnosis	

Please describe your child's medical needs, symptoms, triggers, treatment, facilities/  
equipment/devices requires, any environmental factors etc:

Medication required:

Medication Name:

Dosage:

Frequency:

In addition to medication, is any other daily care required? Please describe if so:

Are there any additional factors to consider when your child is out of school ie on a trip?



Is any specific additional care required for your child's educational, social or emotional needs?

Action to be taken in the event of an emergency (NB: Access for pupils with disabilities has been reviewed and considered (along with any necessary action points)):

Any Other Information (ie is an audit required by parents/class teachers/qualified professionals to ensure the pupil's access to the curriculum, physical environment and information):

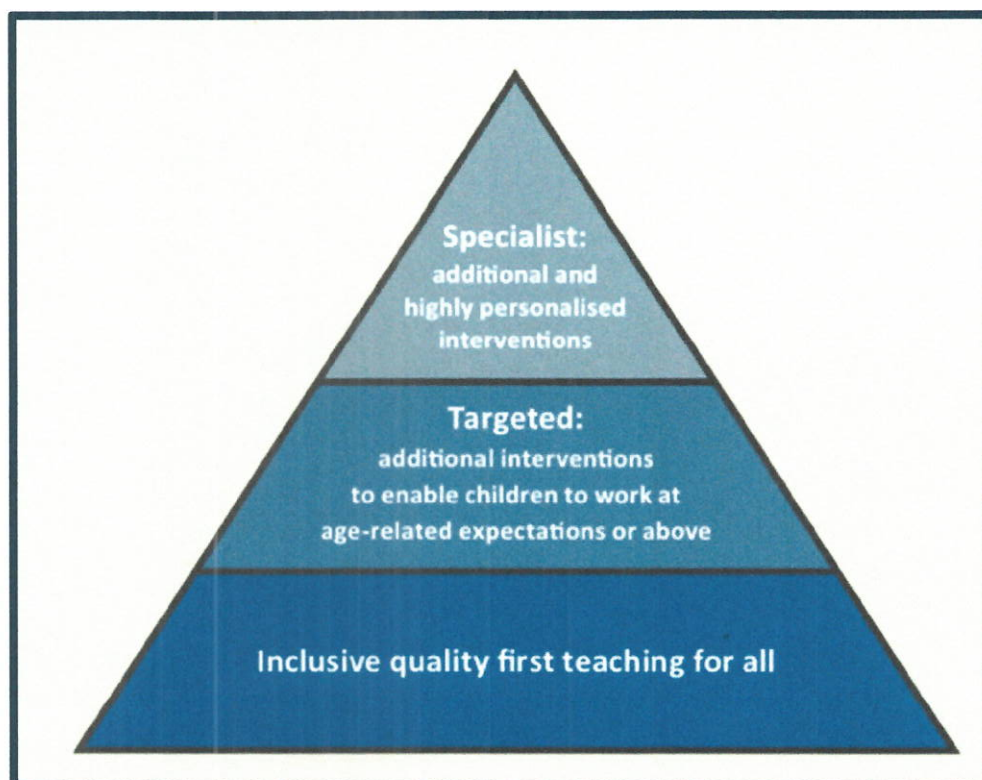
Signed: \_\_\_\_\_ (Parent/Guardian)

Dated: \_\_\_\_\_

**For school use only:**

- On receipt of form, check for missing information and obtain as necessary from parent
- Notify Carole for Critical Illness List/Medical Group for attendance reports
- Update medical information on Integris
- Update Parental Consent on Integris
- Send scanned copy to Class Teacher and Play Leader
- File scanned copy in confidential Z drive
- Send scanned copy to SENCO to consider whether specialist training and/or equipment required/any further action required including TA allocation/TAC/EHC etc
- Original to pupil file

## APPENDIX 6 - Our Special Educational Needs Provision



**All children, including Special Needs children are supported through our Inclusive Quality First support as follows:**

- Quality First teaching (also known as universal provision), is the most effective and most important way in which children with special educational needs are supported. It offers inclusive, day-to-day support and adjustments within the classroom, from adults that are embedded within our teaching and learning approaches, routines and systems. It facilitates success for children with special educational needs, but also supports all children through making adjustments to the style and ways in which we deliver education that are beneficial to learning. These approaches are well researched evidence-based strategies that are recommended by expert professionals, and commonly called 'best practice'. Our universal strategies are shown below:





# Our Speech & Language Friendly Classroom

- ✓ We are shown new vocabulary before we start to use it – on the wall or in a list.
- ✓ We are reminded about what we have learned before that links with the new topics or ideas.
- ✓ When we learn new words, we say them in a sentence, out of a sentence and break them down to learn how they are put together.
- ✓ We have our names said before the instruction is given.
- ✓ We have instructions broken down into small steps.
- ✓ We are asked to repeat instructions back out loud.
- ✓ We are given 10 seconds to think before answering.
- ✓ We are asked to repeat back what we need to do before we start work.
- ✓ We use lots of visual examples and pictures to help us understand instructions and tasks
- ✓ We use lots of visual ways of recording information to help us organise our ideas.
- ✓ We have expectations made clear by simple colour coded behaviour systems.
- ✓ We are encouraged to speak as much as possible, praised and rewarded for our involvement.
- ✓ Words and phrases are repeated back, especially when they are less familiar.
- ✓ Vocabulary is corrected by an adult sensitively, by reframing the sentence again, with the correct word, but not drawing undue attention to it.

# **Our Dyslexia Friendly Classroom**

- We say out loud instructions as well as write them down.
  - We use coloured paper and screens to help reading.
  - We use a clear, large font on the white board and on sheets.
  - We allow plenty of time to read and understand words and sentences.
  - We check that the instructions and work has been understood and repeat instructions.
  - We encourage note taking and organising ideas into clear bullet points.
  - We have systems for making sure we are well organised.
  - We give clear time frames and count down warnings.
  - Whenever we can, we use a practical resources or pictures and diagrams to show what we mean.
  - We use alphabet arcs to help us to remember spellings.
  - We use syllable and phoneme boxes to help us to build words with counters.
  - We use 'Make & Break' to help us to build and take apart words.
  - We have word mats to support our writing and spelling of common words, special vocabulary and vocabulary builders.
  - We use 'Prepared Reading' when we need help to focus on decoding words when reading.
  - We can use ACE Dictionaries to help us to spell.
  - We use cursive script to ground our letter formation
-





# Our Dyscalculia Friendly Classroom

- ✓ We say out loud instructions as well as write them down.
- ✓ We talk about our maths as much as possible.
- ✓ We explore different ways of solving the same problem.
- ✓ We use concrete resources to demonstrate how it works.
- ✓ We use pictures and diagrams to represent the maths.
- ✓ We use our pencils to draw and note down how maths works.
- ✓ We are taught little and often, the key skills and basic facts.
- ✓ We are given support so that we only ~~have to~~ think of one thing at a time.
- ✓ We use number tiles to represent our number sentences.
- ✓ We have daily practice of understanding number quantity, number order, counting and seeing patterns in number bonds.





# Our Dyspraxia Friendly Classroom

- ✓ We help hand-eye coordination by
  - practicing handwriting in multi-sensory ways
  - using pencil grips, writing lines and stencils
  - using writing slopes to raise the page
  - allowing loose-fit easy on/easy off clothing and Velcro fastenings
  - providing easy to use equipment such as easy-grip cutlery and scissors
- ✓ We help with attention and concentration difficulties by
  - planning activities which appeal to a child's interests
  - trying to avoid disturbing a child when on task
  - using natural light as much as possible and avoiding fluttering bulbs
  - keeping environments as low-arousal as possible
  - giving children their own workspace and equipment if needed
- ✓ We help children understand new concepts by using visual representations
- ✓ We help children organize themselves by
  - Having visual step-by-step lists on desks to tick off
  - Giving children personal visual timetables if needed
  - Giving step-by-step instructions, one at a time if needed
- ✓ We help children to communicate clearly by
  - Saying their name before giving instructions
  - Using simple language and visual prompts
  - Giving children time to process information
  - Having a multi-sensory approach to learning and demonstrating
- ✓ We help children to explain and retell by
  - Drawing pictures or comic strips to help sequence events
  - Using closed questions rather than open ended ones
- ✓ We help children develop social skills by
  - Labelling personal belongings
  - Role play scenarios with social scripts
  - Have consistent classroom and playground rules
  - Use social stories to explain social rules and expected behaviour
- ✓ We help children to be creative and imaginative by
  - Using role play and drama to explore different scenarios
  - Use visual timelines to fix events in children's minds
  - Teach 'concrete and 'abstract' by making them relevant to experience
- ✓ We teach children to be flexible by
  - Using visual timetables
  - Giving them lots of notice and explanations of any changes
- ✓ We refer children to sensory circuits to help develop motor coordination





# Our Autism Friendly Classroom

- ✓ We smile, are friendly and approachable
- ✓ We get to know each individual child and their needs
- ✓ We do not shout in our classrooms; we speak gently to reassure and encourage children to trust and respect us
- ✓ We are kind, understanding, patient and flexible when needed
- ✓ We have clear and consistent boundaries and consequences
- ✓ We display the daily timetable on the wall and talk about it each day
- ✓ We display the child's timetable or routine on their desk
- ✓ We prepare children for any changes to their routine
- ✓ We use visual tools to help children understand their tasks and school day, including a timer and handouts
- ✓ We use plain language, breaking tasks into short chunks and giving instructions one at a time with examples
- ✓ We allow children time to process information
- ✓ We use social stories and socially speaking to help children understand and introduce social skills
- ✓ We make the environment more comfortable, for example
  - Block out background noise with ear defenders
  - Make the area around the child low arousal
  - Give the child their own desk space and equipment
  - Have a quiet, safe space for the child to retreat to
- ✓ We allow children to have time out when they are feelings anxious using a non-verbal cue such as a time-out card
- ✓ We help children explain their problems using pictures, comic strips and puppets, working through incidents in the third person
- ✓ We appeal to the child's intense interests in lessons as much as possible
- ✓ We use daily ~~behaviour~~ and reward charts to understand trigger points and modify difficulties
- ✓ We use scales to turn abstract into concrete e.g. noise, stress, emotions
- ✓ We work together with parents to find what works best for each individual child
- ✓ We teach all children to understand and accept autism
- ✓ We spend extra time preparing children for big changes such as a new classroom, through a planned transition approach





# Our Concentration Friendly Classroom

- ✓ We have classroom rules that are clear and easy to read and understand
- ✓ We keep instructions short and clear, one step at a time
- ✓ We say the name of the person first, before they are given the instruction
- ✓ We repeat back rules, expectations or other instructions to make sure we have understood
- ✓ We sit near to the teacher and away from distractions
- ✓ We are given feedback very often and immediately, to help us to concentrate
- ✓ We are praised for what we do well, our teachers catch us making good choices to mention these
- ✓ We ignore negative behaviour when it is not disruptive
- ✓ We have a range of rewards and incentives and keeps changing and are personal to us
- ✓ We have rest breaks to do something different for a short while, to break up tasks into smaller chunks – we enjoy exercise as this works very well
- ✓ We have our work broken up into smaller chunks, and we only do one bit before the next bit of work is introduced
- ✓ We have a card taped to our desk, with reminders on rules, checklists on the order of what needs to be done, and by when
- ✓ We have a quiet working atmosphere when needed, or soft music as background noise
- ✓ We give people eye contact when they are talking to us
- ✓ We have something to fidget with, that is small, noiseless and tactile
- ✓ We are not punished for any behaviour that we cannot help – especially by reducing our free time – our teachers have a positive, upbeat but firm approach, understanding and acknowledging our difficulties



**Special Needs children are supported through our Targeted support as follows:**

- Small group support required for a majority of the day, with teacher input at higher ratios.
- Additional interventions for specific areas of learning, delivered through planned sessions with teachers and teaching assistants before or after school.
- Pre-Teach – Responsive first line intervention where children who have been assessed as not grasping concepts quickly, (targeted or SEN), will attend a short, focused session with the class teacher, to look at the concepts and skills prior to them being taught that day.
- Post-Teach - Responsive first line intervention where children who have been assessed as not grasping concepts quickly within the lesson, or on prior assessments, (targeted or SEN), will attend a short, focused session with the class teacher, to reinforce the skills and concepts delivered in the lesson that day.
- Tailored use of language, scaffolding and cues that are 1:2:1 in nature.
- A range of interventions and programs that are delivered within the school, or after and are specialist in nature and tailored via ongoing assessments to focus on particular needs such as speech and language, vision, memory and processing, movement, maths, literacy, behaviour, social skills and self-esteem.
  - a. Taught by a teacher/teaching assistant in a small group or 1:1 situation
  - b. Based on careful assessment of the child's needs
  - c. Highly structured so that steps in learning are achievable
  - d. Time-limited
  - e. Designed to boost progress and help the child close the gap between themselves and their age group.
- The menu of school led, and external agency recommended provision types are listed below. Many of these programs are evidence based, with research indicating they have a positive impact on children who undertake them, according to the Education Endowment Fund (EEF), Best Evidence Encyclopedia (BEE) and Evidence4Impact (E4I). These are shown below as Evidence Based Interventions or Evidence Based Approaches.

Area Of Difficulty	Specialist Support Short Term Evidence Based Programs	Implementation Details / Evidence Base
Reading & Spelling – Phonics & Decoding  (Dyslexia)	Nessy Reading & Spelling (Orton Gillingham Approach)	<i>EBI – 40% increase in student average reaching expectations in 2.5 years of use</i>  Y1 to Y6 / 4 x 20 mins a week / independent work with 5 minutes follow-up with a class teacher per child / ongoing program until completed  Recommended by STT/EP
	IDL Online Program (Orton Gillingham Approach)	<i>Lifting Barriers (2014) - +10 months progress over 26 weeks</i>  Y1 to Y6 / 2 x 15 mins a week / CT or TA / 20 sessions  Recommended by STT/EP
	Fresh Start Phonics	Year 5&6 only  <i>EEF: +3 months</i>  15 mins /daily
	Bulldog Letter Reversals	Recommended by STT
	TRUGS	Recommended by STT
	Word Wasp	Recommended By STT where Phonics programs do not work
Reading – Fluency & Comprehension	Accelerated Reader (EEF)	<i>EEF +6 months progress each year the program is run</i>  20 minutes reading time a day with follow up regularly from an adult on boom choices and impact
	Comprehension Intervention Using EEF Reading Approach	<i>EBA +5 months in each year</i>  20 mins a week



	Paired Reading	<i>Olaoluwa &amp; Ebey (2022) +32% in reading ability over 1 year</i> Recommended by STT
Writing	Write Away Together	Y2 to Y6 / 1-2-1 or small group / 20 mins x 2 per week / 10 week minimum program  <i>EBI +8 months over 10 weeks</i>
	Colourful Semantics	Recommended by STT/EP
	Dictate Pro	Recommended by STT/EP
	Clicker 8	Recommended by STT/EP
	Handwriting Intervention	Recommended by STT/EP
	Talk For Writing	Recommended by STT/EP
Maths <i>(Dyscalculia)</i>	IDL Maths Online Program	<i>Lifting Barriers (2014) - +10 months progress over 26 weeks</i>  Y1 to Y6 / 2 x 15 mins a week / CT or TA / 20 sessions  Recommended by STT/EP
	TT Rockstars	Daily for 10 mins
	Plus 1	Recommended by EP  10 mins daily
Recall, Recognition and Visual/Auditory/Receptive Processing Difficulties Of Specific Skills & Facts	Precision Teach	5 minutes a day per skill/fact with a CT or TA  <i>All research measures positive impact (Murton &amp; McGeowen 2000)</i>  <i>Recommended by STT and EP Services</i>
	Memory Fix	<i>Recommended by STT Services</i>
Coordination / Gross & Fine Motor Skills  <i>(DCD / Dyspraxia)</i>	1 <sup>st</sup> Move  and/or  Recommended Physiotherapist, or	2 x 20 mins sessions a week / TA / Ongoing

	Occupational Therapist Program	
	Take Time	2 x 10 mins /week
Visual Processing / Discrimination / Tracking	Recommended Ophthalmic Tracking Program	Rainbow Readers or as recommended
	EyeCanLearn	10 mins per day / TA / Ongoing <i>Recommended by STT and EP Services</i>
Speech & Language / Receptive and Expressive Language	1 <sup>st</sup> Call and/or Recommended Program by SALT/ECLIPS	2 x 20 mins sessions a week / TA / Ongoing <i>Recommended by STT and EP Services</i>
Early Years Language	NELI	Early years only <i>3x30 with a group then 2 x 15 1:2:1 for 20 weeks</i> <i>DfE Accredited Phonics Intervention</i>
Social Skills – Friendships / Communication & Understanding Of Social Interactions	Socially Speaking Program	2 x 20 mins sessions a week / TA / Ongoing <i>Recommended by EP Services &amp; WTT</i>
	Social Coaching	1 x 30 min session per week / Pastoral Team
	Lego Therapy	1 x 30 min session per week / Pastoral Team
	Social Stories & Comic Strip Conversations	1 x 30 min session per week / Pastoral Team <i>Recommended by WTT</i>
	Talkabout	1 x 30 min session per week / Pastoral Team
	ELSA Therapy	1 x 30 min session per week / Pastoral Team



Emotional Regulation (Including Anxiety & Anger)	Feelings Detectives	2 x 20 mins / week <i>Recommended by EP</i>
	Volcano In My Tummy Program	1 x 30 min session per week / Pastoral Team <i>Recommended by BOSS</i>
	Mindfulness Journal	1 x 30 min session per week / Pastoral Team <i>Recommended by BOSS</i>
	Zones Of Regulation	1 x 30 min session per week / Pastoral Team <i>Recommended by BOSS &amp; WTT</i>
	The Incredible 5 Point Scale	1 x 30 min session per week / Pastoral Team <i>Recommended by BOSS &amp; WTT</i>
	The Hidden Chimp	1 x 30 min session per week / Pastoral Team <i>Recommended by BOSS &amp; WTT</i>
	The Feelings Artbook	1 x 30 min session per week / Pastoral Team <i>Recommended by BOSS &amp; WTT</i>
	Language For Behaviour & Emotions	1 x 30 min session per week / Pastoral Team <i>Recommended by BOSS &amp; WTT</i>
	ELSA Therapy	1 x 30 min session per week / Pastoral Team
Self-Esteem & Trauma	Drawing & Talking	1 x 30 min session per week / Pastoral Team <i>Recommended by BOSS &amp; Care2Learn</i>
	The Feelings Artbook	1 x 30 min session per week / Pastoral Team <i>Recommended by BOSS &amp; WTT</i>

	ELSA Therapy	1 x 30 min session per week / Pastoral Team
Bereavement	Drawing & Talking	1 x 30 min session per week / Pastoral Team
	Grief Encounters	1 x 30 min session per week / Pastoral Team

If these strategies do not support children in reaching their potential (or if the cause of the difficulties a child may be facing, could be due to an underlying medical or specific learning difference), they will then have access to additional specialist support. The main providers in Lincolnshire are listed below, although this list is not exhaustive:

Service	Support Offered	Referral Process / Waiting Times	LCC Funded / Bought-In By School
Ask SALL (SEN Advice Line Lincs)	Advice line for professionals offered by Lincolnshire NHS – signpost the next steps for confidential cases brought to them. Educational Psychology advice and consultations can also be arranged with school professional. <a href="https://www.lincolnshire.gov.uk/support-education/ask-sall">https://www.lincolnshire.gov.uk/support-education/ask-sall</a>	Contact made by school. Approx 2 week waiting time.	Funded by Lincolnshire County Council
ESCO (Early Support Care Coordination)	Advice on the coordination of targeted support for children with complex and/or significant needs. <a href="https://www.lincolnshire.gov.uk/childrens-social-care/early-support-care-coordination">https://www.lincolnshire.gov.uk/childrens-social-care/early-support-care-coordination</a>	Referral via EHA	Funded by Lincolnshire County Council
Lincolnshire Education Psychology Service (EP)	Assessing children's behavioural, social, emotional and academic difficulties and making recommendations. <a href="https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=ChwtZ1FYdpo">https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=ChwtZ1FYdpo</a>	Requested by Lincs SEN Team if EHCP request has been successful	Funded by Lincolnshire County Council



Successful Psychology (EP)	Private EP service, assessing children's behavioural, social, emotional and academic difficulties and making recommendations.	Triaged and referred by school. Approx. 12 month waiting time.	Bought-in
Sensory Services Team (SEST)	Lincolnshire service for children with a diagnosed sensory impairment, through professional service to schools.  <a href="https://www.lincolnshire.gov.uk/directory-record/63945/sensory-education-and-support-team">https://www.lincolnshire.gov.uk/directory-record/63945/sensory-education-and-support-team</a>	Referral by school. Approx 4 week waiting time.	Funded by Lincolnshire County Council
Working Together Team (WTT)	Lincolnshire service for children with Autism Spectrum Differences, (ASD). Offers training for professionals and parents, help-line and in-school assessments with recommendations.  <a href="https://www.wtt.org.uk/">https://www.wtt.org.uk/</a>	Triaged and referred by school. Approx. 6 month waiting time.	Funded by Lincolnshire County Council
Specialist Teacher Team (STT)	Offers professional assessments for dyslexia, dyscalculia, processing and memory differences, with recommendations. Parent advice.  <a href="https://www.lincolnshire.gov.uk/directory-record/63946/specialist-teaching-team">https://www.lincolnshire.gov.uk/directory-record/63946/specialist-teaching-team</a>	Triaged and referred by school. Approx. 18 month waiting time.	Bought-in
Specialist Teacher Team – Dyslexia Outreach (STTDO)	Offers professional advice and training, and support for parents with children who have dyslexia.  <a href="https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=ie4CIKC2ygw&amp;familychannel=0">https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=ie4CIKC2ygw&amp;familychannel=0</a>	Help-line access by school or parents	Funded by Lincolnshire County Council
Lincolnshire NHS Therapy Services – Occupational Therapy (OT)	Support for schools and families for children with significant physical difficulties requiring further assessment, support, recommendations and training for those involved.  <a href="https://www.lincolnshirechildrenstherapyservices.nhs.uk/our-services/childrens-occupational-therapy">https://www.lincolnshirechildrenstherapyservices.nhs.uk/our-services/childrens-occupational-therapy</a>	Anyone can refer. Approx. 6 month waiting time.	Funded by Lincolnshire NHS
Lincolnshire NHS Therapy Services - Physiotherapy	Support for schools and families for children with physical difficulties requiring further assessment, support, recommendations and training for those involved.  <a href="https://www.lincolnshirechildrenstherapyservices.nhs.uk/our-services/childrens-physiotherapy">https://www.lincolnshirechildrenstherapyservices.nhs.uk/our-services/childrens-physiotherapy</a>	Anyone can refer. Approx. 6 month waiting time.	Funded by Lincolnshire NHS
Lincolnshire NHS Therapy Services – Speech & Language (SALT)	Support for schools and families for children with speech and language difficulties requiring further assessment, support, recommendations and training for those involved.  <a href="https://www.lincolnshirechildrenstherapyservices.nhs.uk/our-services/childrens-speech-and-language-therapy">https://www.lincolnshirechildrenstherapyservices.nhs.uk/our-services/childrens-speech-and-language-therapy</a>	Anyone can refer. Approx. 6 month waiting time.	Funded by Lincolnshire NHS

Extended Communication & Language Impairment For Students (ECLIPS)	<p>Further support for schools and families for children with significant or longer term speech and language difficulties requiring further assessment, support, recommendations and training for professionals involved.</p> <p><a href="https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=eDrdaX7yaV4">https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=eDrdaX7yaV4</a></p>	Referred only by SALT. Approx 4-6 week waiting time.	Funded by Lincolnshire NHS
Pupil Reintegration Team (PRT)	<p>Early support via a multi-agency Pastoral Support Plan (PSP) for children who have distressed behaviour and where school support has not been sufficient to meet the needs of the child. Part One of the Inclusive Lincolnshire Ladder of Behaviour Support.</p>	Referred by school as part of support within Behaviour & Exclusions Policy. Approx 1 month waiting time.	Funded by Lincolnshire County Council
Behaviour Outreach Support Service (BOSS)	<p>Further support for children who have distressed behaviour and where school support has not been sufficient to meet the needs of the child, leading to further advice and support being required. A multi-agency Behaviour Implementation Plan is formulated, (BIP) with a caseworker.. Part Two of The Inclusive Lincolnshire Ladder of Behaviour Support.</p> <p><a href="https://www.family-action.org.uk/what-we-do/children-families/lincs-boss/">https://www.family-action.org.uk/what-we-do/children-families/lincs-boss/</a></p>	<p>Referred by school as part of support within Behaviour &amp; Exclusions Policy.</p> <p>2-4 week waiting time.</p>	Funded by Lincolnshire County Council
Emotional Based School Refusal Support (EBSA PSP)	<p>Support for children, schools and families where a child is not able to attend school due to anxiety. Early support is coordinated through a case worker and a Pastoral Support Plan with the Pupil Reintegration Team (PRT).</p> <p><a href="https://professionals.lincolnshire.gov.uk/downloads/file/1922/ebspa-psp">https://professionals.lincolnshire.gov.uk/downloads/file/1922/ebspa-psp</a></p>	Referral via EHA. Approx 2 week waiting time.	Funded by Lincolnshire County Council
Lincolnshire Healthy Minds (LHM)	<p>NHS Clinical support for children with mental health difficulties such as anxiety, self-esteem, low mood, school refusal. Includes workshops, group and 1-2-1 support, training for schools, children and families.</p> <p><a href="https://www.lpft.nhs.uk/young-people/lincolnshire/professionals/service-offer-and-referrals/healthy-minds-lincolnshire">https://www.lpft.nhs.uk/young-people/lincolnshire/professionals/service-offer-and-referrals/healthy-minds-lincolnshire</a></p>	Referral by professionals. Approx 3 month waiting time.	Funded by Lincolnshire NHS
Children & Adult Mental Health Services (CAMHS)	<p>NHS Clinical support for children with mental health difficulties such as anxiety, self-esteem, low mood, school refusal. Includes workshops, group and 1-2-1 support, training for schools, children and families.</p> <p><a href="https://www.lpft.nhs.uk/young-people/lincolnshire/professionals/service-offer-and-">https://www.lpft.nhs.uk/young-people/lincolnshire/professionals/service-offer-and-</a></p>	Referral by professionals. Up to 8 week waiting time	Funded by Lincolnshire NHS



	<a href="#">referrals/child-and-adolescent-mental-health-service-camhs</a>		
Community Paediatric (CP)	<p>NHS Clinical support from a specialist <b>children's</b> doctor or consultant to assess children for underlying medical conditions such as ASD, ADHD, Development Delay and Cerebral Palsy.</p> <p><a href="https://www.ulh.nhs.uk/services/community-paediatrics/">https://www.ulh.nhs.uk/services/community-paediatrics/</a></p>	<p>Referred by professionals. Service prefers to have had EHA to explore parenting capacity and Ask SALL advice prior to referral.</p> <p>24 month waiting time</p>	Funded by Lincolnshire NHS
Early Help Assessment (EHA)	<p>Early support to provide intervention and support for the welfare of children. An initial assessment identifies the needs of the child and family to signpost and coordinate a multi-agency approach to improve the welfare of children at home.</p> <p><a href="https://lincolnshire.moderngov.co.uk/documents/s4366/Appendix%201.pdf">https://lincolnshire.moderngov.co.uk/documents/s4366/Appendix%201.pdf</a></p>	<p>Referred by professionals. Up to 6 week waiting time.</p>	Funded by Lincolnshire Safeguarding Partnership
Team Around the Child (TAC)	<p>Following on from an EHA, the single agency or multi-agencies work together with the child and family to devise and review an ongoing action plan for the family to undertake, drawing on expertise and advice.</p> <p><a href="https://www.lincolnshire.gov.uk/keeping-children-safe/team-around-child">https://www.lincolnshire.gov.uk/keeping-children-safe/team-around-child</a></p>	<p>Initiated via an EHA. Up to 6 week waiting time.</p>	Funded by Lincolnshire Safeguarding Partnership
Education, Health Care Plan (EHCP)	<p>A legal plan of support written by professionals and families, for children with significant educational, health or social care needs, with additional funding offered to schools to support the needs of the child.</p> <p>An assessment to the Local Authority would only be successful if, irrespective of who has made the referral, the education setting is able to evidence:</p> <ul style="list-style-type: none"> <li><i>The child requires more support (due to their significant needs) than can be provided by the school's SEN funding.</i></li> <li><i>External professional advice has been sought and acted upon over at least 3 planning and review cycles.</i></li> <li><i>The child is not reaching their potential and/or the gap is widening between them and their peers to a significant extent.</i></li> <li><i>What the school has offered is not working.</i></li> </ul>	<p>Anyone can refer.</p> <p>20 weeks at the point of assessment being received by Local Authority.</p>	Funded by Lincolnshire County Council

Lincolnshire Local Offer Of Support	<p>The local offer in Lincolnshire lists all available support for schools and families. This list is a directory of charities, organisations, NHS and local government support, for children with SEN. It is kept up to date regularly by Lincolnshire and is used by schools to signpost services to families. It is a good starting point to explore support and services for children with SEN.</p> <p><a href="https://www.lincolnshire.gov.uk/send-local-offer">https://www.lincolnshire.gov.uk/send-local-offer</a></p>	Anyone can access	Funded by Lincolnshire County Council
Parent/Carer Forum	<p>The Lincolnshire Parent/Carer forum is an organization set up to support families with children who have SEN. They offer support via networking, training and signposting to events.</p> <p><a href="https://www.lincspcf.org.uk/index.php#">https://www.lincspcf.org.uk/index.php#</a></p>	Anyone can access	Funded by charity

## Evaluation Of Specialist Provision:

The success of each provision is measured through an entry and exit level assessment, many of which are built into the programs delivered. Records are kept for each child undertaking these provisions, so that individual impact can be seen. The success is then recorded on the EHCP and SEN Needs Profiles. Should a program not have made a positive impact on the child, an alternative will be found.

Strategic evaluation of the provision given to children with SEN is met through analysis of the intervention's impact for all children who undertake it, Changes to whole school provision programs are made when new evidence indicates an improved resource could be available, or when the provision type is not having the desired outcome for a majority of children undertaking it.



## Appendix 7

### Special Educational Needs Acronym Glossary

**3 R's – Regulate, Relate, Reason**

**ABI – Acquired Brain Injury**

**ACES – Adverse Childhood Experience**

**ADD – Attention Deficit Disorder**

**ADHD – Attention Deficit Hyperactivity Disorder**

**AET – Autism Education Trust**

**APD – Auditory Processing Disorder**

**ASD – Autism Spectrum Disorder**

**C&L – Cognition & Learning Needs**

**CAF – Common Assessment Framework (same as TAC)**

**CDD – Child's Disintegrative Disorder**

**COP – Code Of Practice**

**CT – Class Teacher**

**DLD – Developmental Language Delay**

**ECLIPS – Extended Communication & Language Impairment Service**

**EHA – Early Help Assessment**

**EHC – Education & Health Care**

**EHCNAR – Education & Health Care Needs Assessment Request**

**EHCP – Education Health Care Plan**

**ELD – Expressive Language Disorder**

**ELKLAN – Early Literacy & Language Support**

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**HI – Hearing Impairment**

**IEP – Individual Education Plan (Known as SEN Plans at this school)**

**IHC – Individual Health Care Plan**

**OCD – Obsessive Compulsive Disorder**

**ODD – Oppositional Defiance Disorder**

**P&S – Physical & Sensory Needs**

**PACE – Playful, Accepting, Curious, Empathy**

**PDA – Pathological Demand Avoidance**

**RLD – Receptive Language Disorder**

**SALT – Speech & Language Therapy/Therapist**

**SEMH – Social, Emotional & Mental Health Needs**

**SEN – Special Educational Needs**

**SEND – Special Educational Needs & Disabilities**

**SENDco – Special Education Needs & Disabilities Coordinator**

**SLCN – Speech, Language & Communication Needs**

**SPCD – Social Pragmatic Communication Disorder**

**SPD – Sensory Processing Differences**

**SPLD – Speech & Language Disorder**

**SRD – Sensory Regulation Differences**

**TA – Teaching Assistant**

**TAC – Team Around The Child**

**TAF – Team Around Family (same as TAC)**

**TBI – Traumatic Brain Injury**

**VI – Visual Impairment**

**VPD – Visual Processing Disorder**

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## Appendix 8 - Special Educational Needs Training

The school offers training for all of the provision given to children:

- Induction Training – Awareness of SEND and the SENDCO with basic procedures and how to get help.
- SEND Mandatory Training For All Teachers & Teaching Assistants:
  - Core SEND Training Module – Found on Hays – 1hr in length
  - SEND Provision & Support Modules – Found on Hays – 5hrs in length
  - Working Together Team – Autism Awareness – Book with WTT
  - Working Together Team – Sensory Differences – Book with WTT
  - Behaviour Outreach Support Services – Behaviour As A Communication – Book with Family Action
  - Behaviour Outreach Support Services – Emotional Dysregulation – Book with Family Action
- Quality First / Best Practice Provision – training on basic universal provision give to all children including children with SEND through SEND Observations and Supervision from the SENDCO.
- Targeted Support For Children With SEND through bespoke training offered to teachers and teaching assistants who work with children with particular needs from the following agencies:
  - Working Together Team
  - Behaviour Outreach Support Service
  - Lincolnshire Healthy Minds
  - Whole School SEND / NASEN
  - Lincolnshire Therapy Services
  - Lincolnshire SEND Alliance (Workforce Reform Training)
- Intervention programs and approaches – training for teaching assistants and teachers programs and approaches they run with children with SEND.
- Annual update training on changes to policy, procedures and updates from Lincolnshire and the DfE.

## Mandatory Training:

Training Title	Organisation	How To Book
Core SEND Training Module (1hr 4mins)	In-House	Search for module on Hays, when log-in details have been assigned by business manager
<b>SEND Provision &amp; Support Modules:</b> <ol style="list-style-type: none"> <li>1. How To Complete A SEND Profile</li> <li>2. Speech, Language &amp; Communication</li> <li>3. Cognition &amp; Learning</li> <li>4. Social, Emotional &amp; Mental Health</li> <li>5. Physical &amp; Sensory</li> </ol>	In-House	
Making Sense Of Autism	Working Together Team	<a href="https://www.wtt.org.uk/calendar/?calid=1,2,3&amp;pid=10&amp;viewid=1">https://www.wtt.org.uk/calendar/?calid=1,2,3&amp;pid=10&amp;viewid=1</a>  Search for the next availability for this course.  Check with you line manager that you can attend.  Complete an order requisition for the finance team to book.
Sensory Integration & Processing Difficulties		

## Bespoke Training – Level 1 - Introductory:

Training Title	Organisation	How To Book
<b>SPELL For Autism</b>  Approach To Use With Children Who Are Autistic	Working Together Team	<a href="https://www.wtt.org.uk/calendar/?calid=1,2,3&amp;pid=10&amp;viewid=1">https://www.wtt.org.uk/calendar/?calid=1,2,3&amp;pid=10&amp;viewid=1</a>  Search for the next availability for this online webinar.  Check with you line manager that you can attend.  Complete an order requisition for the finance team to book.
Supporting Transitions For Autistic CYP		
Awareness Of A Profile Of Demand Avoidance		
Good Autism Practice		
Anxiety		



Supporting Sensory Differences In Autism		
ADHD	Behaviour Outreach Support Service	<a href="https://services.family-action.org.uk/s/BOSS-training-registration">https://services.family-action.org.uk/s/BOSS-training-registration</a>  Search for the next availability for this online webinar.  Check with you line manager that you can attend.  Complete an order requisition for the finance team to book.
Emotional De-escalation and Regulation		
Attachment & Trauma		
Understanding Behaviour as a Communication		
Relational Awareness		
Young Carers – How to Recognise and Support Their Behaviours in School		
Transition to Primary School / Transition from Primary School to Secondary School		
Visual Impairment – An Introduction	NASEN Whole School SEND	<a href="https://www.wholeschoolsend.org.uk/resources/condition-specific-video-visual-impairment">https://www.wholeschoolsend.org.uk/resources/condition-specific-video-visual-impairment</a>  10 minute video short. No booking needed.
Hearing Impairment – An Introduction		<a href="https://www.wholeschoolsend.org.uk/resources/condition-specific-video-hearing-impairment">https://www.wholeschoolsend.org.uk/resources/condition-specific-video-hearing-impairment</a>  10 minute video short. No booking needed.
Speech, Language & Communication – An Introduction		<a href="https://www.wholeschoolsend.org.uk/resources/condition-specific-video-speech-language-and-communication">https://www.wholeschoolsend.org.uk/resources/condition-specific-video-speech-language-and-communication</a>  10 minute video short. No booking needed.
Dyspraxia – An Introduction		<a href="https://www.wholeschoolsend.org.uk/resources/condition-specific-video-dyspraxia">https://www.wholeschoolsend.org.uk/resources/condition-specific-video-dyspraxia</a>  10 minute video short. No booking needed.
Dyslexia – An Introduction		<a href="https://www.wholeschoolsend.org.uk/resources/condition-specific-video-dyslexia">https://www.wholeschoolsend.org.uk/resources/condition-specific-video-dyslexia</a>  10 minute video short. No booking needed.
Dyscalculia – An Introduction		<a href="https://www.wholeschoolsend.org.uk/resources/condition-specific-video-dyscalculia">https://www.wholeschoolsend.org.uk/resources/condition-specific-video-dyscalculia</a>  10 minute video short. No booking needed.

Acquired Brain Injury – An Introduction		<a href="https://www.wholeschoolsend.org.uk/resources/condition-specific-video-acquired-brain-injury">https://www.wholeschoolsend.org.uk/resources/condition-specific-video-acquired-brain-injury</a> 10 minute video short. No booking needed.
Downs Syndrome – An Introduction		<a href="https://www.wholeschoolsend.org.uk/resources/condition-specific-video-downs-syndrome">https://www.wholeschoolsend.org.uk/resources/condition-specific-video-downs-syndrome</a> 10 minute video short. No booking needed.
Physical Disability – An Introduction		<a href="https://www.wholeschoolsend.org.uk/resources/condition-specific-video-physical-disability">https://www.wholeschoolsend.org.uk/resources/condition-specific-video-physical-disability</a> 10 minute video short. No booking needed.
Processing & Memory Disorders	Specialist Teacher Team	Booked annually as an update

## Bespoke Training – Level 2 - Advanced:

Training Title	Organisation	How To Book
Supporting A Profile Of Demand Avoidance	Working Together Team	<a href="https://www.wtt.org.uk/calendar/?calid=1,2,3&amp;pid=10&amp;viewid=1">https://www.wtt.org.uk/calendar/?calid=1,2,3&amp;pid=10&amp;viewid=1</a> Search for the next availability for this online webinar. Check with you line manager that you can attend. Complete an order requisition for the finance team to book.
Autism & Masking		
Down Syndrome & Social Communication		
Structured Teaching TEACCH		
Adapting The Foundation Stage Environment For Autistic Children		
Creating Resources For Autistic Students		
A Sensory Circuit Approach		
A Sensory Circuit Approach In Action		
Teaching Inference To Autistic Children		
Autism & Executive Functioning		
Autism & Emotions		
Using Social Stories & Comic Strips		



SPELL Approach In The Classroom		
Trauma Awareness	Caring 2 Learn	<p>Email Caring2Learn directly and enquire when the next courses are available.  <a href="mailto:caring2learn@lincolnshire.gov.uk">caring2learn@lincolnshire.gov.uk</a></p> <p>Check with you line manager that you can attend.</p> <p>Complete an order requisition for the finance team to book.</p>
Social Pedagogy (Social & Emotional Development)		
Restorative Practice		
Mindfulness		
Compassion Fatigue & Recovery Against Stress		
Relational Repair For ACES		
Supporting Grief, Loss & Positive Endings		
Creating An Emotionally Safe Environment - Unit 1	NASEN Whole School SEND	<p><a href="https://onlinecpd.wholeschoolsend.org.uk/">https://onlinecpd.wholeschoolsend.org.uk/</a></p> <p>These are free and do not need booking in advance.</p>
Creating A Socially Safe Environment - Unit 2		
Creating A Physically Safe Environment - Unit 3		
An Introduction To Speech, Language & Communication Needs - Unit 4		
Identifying & Supporting Speech, Language & Communication Needs - Unit 5		
Supporting The Development Of Speech, Language & Communication Needs - Unit 6		
Creating An Environment That Supports The Development Of Speech, Language & Communication - Unit 7		
Understanding Behaviour as a Communication - Unit 8		
Experiences Affect Development, Intersectionality - Unit 9		
Anxiety - Supporting A Calm, Alert State - Emotional regulation - Unit 10		
Supporting Good Mental Health - Unit 11		

Understanding Sensory Profiles - Unit 12		
Understanding Physical Needs - Unit 13		
Behaviour For Learning - Unit 14		
Memory - Unit 15		
Reading & Writing - Unit 16		
Maths - Unit 17		
Person Centred Learning - Unit 18		
Independence - Unit 19		
Understanding Transition - Unit 20		
SEN Workforce Reform Induction Tier Training: Types Of SEND	SEND School Alliance Workforce Reform	<a href="https://safeguardinglincolnshire.vc-enable.co.uk/Login/Login">https://safeguardinglincolnshire.vc-enable.co.uk/Login/Login</a> These are free to access via Enable school registration.
SEN Workforce Reform Induction Tier Training: Awareness Of A Neurotypical Child		
SEN Workforce Reform Induction Tier Training: Working With Professionals		
SEN Workforce Reform Induction Tier Training: Respecting Individuals		
SEN Workforce Reform Induction Tier Training: What Is Inclusion?		
SEN Workforce Reform Induction Tier Training: SEN Code Of Practice		
SEN Workforce Reform Tier 1: Restorative Practice		
SEN Workforce Reform Tier 1: Four Areas Of Need		
SEN Workforce Reform Tier 1: Supporting Interventions		
SEN Workforce Reform Tier 1: Supporting Transitions		
SEN Workforce Reform Tier 1: What Is Inclusion P2		



SEN Workforce Reform Tier 1: Sensory Processing & Integration		
SEND Workforce Development: Tier 1 - Personal Care and Dignity		
SEND Workforce Development: Tier 1 - Nurture Principles		
SEND Workforce Development: Tier 1 - Introduction to Attachment		

### Intervention Programs & Approaches (Use in conjunction with Appendix 6):

Program / Support	School Lead	Training Offer
Nessy Reading & Spelling	Katie Satterley	<i>Recorded training session on Hays</i>
IDL Online Program	Lily Storer	<i>Recorded training session on Hays</i>
Fresh Start Phonics	Hannah Stewart / Lily Storer	<i>Recorded training session on Hays</i>
Bulldog Letter Reversals	Tim Cox	<i>Recorded training session on Hays</i>
TRUGS	Sarah Sturgess	<i>Recorded training session on Hays</i>
Word Wasp	Tim Cox	<i>Recorded training session on Hays</i>
Accelerated Reader (EEF)	Brittany Fovargue Tim Cox	Face 2 Face Support
Comprehension Intervention Using EEF Reading Approach	Nikki Morpeth	<i>Recorded training session on Hays</i>

Paired Reading	Tim Cox	<i>Recorded training session on Hays</i>
Write Away Together	Jo Seager	<i>Recorded training session on Hays</i>
Colourful Semantics	<b>Sarah Sturgess</b>	<i>Recorded training session on Hays</i>
Dictate Pro	Tim Cox	<i>Recorded training session on Hays</i>
Clicker 8	Lily Storer	<i>Recorded training session on Hays</i>
Handwriting Intervention	Tim Cox	<i>Recorded training session on Hays</i>
IDL Maths Online Program	Lily Storer	<i>Recorded training session on Hays</i>
TT Rockstars	Clare Barton	Face 2 Face Support
Plus 1	Tim Cox	<i>Recorded training session on Hays</i>
Precision Teach	Tim Cox	<i>Recorded training session on Hays</i>
Memory Fix	Tim Cox	<i>Recorded training session on Hays</i>
1 <sup>st</sup> Move and/or Recommended Physiotherapist, or Occupational Therapist Program	Ellie Branson / Physio or OT Link	<i>Recorded training session on Hays</i>
Take Time	Tim Cox	<i>Recorded training session on Hays</i>
Recommended Ophthalmic Tracking Program	SALT Link	Face 2 Face Support
EyeCanLearn	Tim Cox	<i>Recorded training session on Hays</i>



1 <sup>st</sup> Call  and/or  Recommended Program by SALT/ECLIPS	<del>Bev Wallace</del> / SALT / ECLIPS	<i>Recorded training session on Hays</i>
NELI	Emma Frampton	<i>Recorded training session on Hays</i>
Socially Speaking Program	Tim Cox	<i>Recorded training session on Hays</i>
Social Coaching	Pastoral	Face 2 Face Support
Lego Therapy	Pastoral	Face 2 Face Support
Social Stories & Comic Strip Conversations	Pastoral	Face 2 Face Support
Talkabout	Tim Cox	Face 2 Face Support
ELSA Therapy	Pastoral	Face 2 Face Support
Feelings Detectives	Pastoral	Face 2 Face Support
Volcano In My Tummy Program	Pastoral	Face 2 Face Support
Mindfulness Journal	Pastoral	Face 2 Face Support
Zones Of Regulation	Pastoral	Face 2 Face Support
The Incredible 5 Point Scale	Pastoral	Face 2 Face Support
The Hidden Chimp	Pastoral	Face 2 Face Support

The Feelings Artbook	Pastoral	Face 2 Face Support
Language For Behaviour & Emotions	Lily Storer	<i>Recorded training session on Hays</i>
Drawing & Talking	Pastoral	Face 2 Face Support
The Feelings Artbook	Pastoral	Face 2 Face Support
Drawing & Talking	Pastoral	Face 2 Face Support
Grief Encounters	Pastoral	Face 2 Face Support

**For any course that you have attended, please advice the SENDco that it has been completed so they can update the training records. Please keep a portfolio, file or ongoing record of the training you attend.**



## Training & Awareness

### Working Together Team—Supporting families

where a child is having frequent 'meltdowns', has anxiety, is very fixed in their thinking or doesn't like change, has issues around noise, light, clothing or food.

Complete the six steps on this link.

<https://www.wtt.org.uk/page/?title=families&pid=8>

Explore free training on this link:

<https://www.wtt.org.uk/page/?title=WTT+Workshops+for+Parents%2FParents&pid=76>

### Lincolnshire Healthy Minds—Supporting families

where a child has anxiety, low mood, low self-esteem, is often angry or does not like change. Complete the free parent workshops on this link:

<https://www.lpft.nhs.uk/young-people/online-workshops>

### Lincolnshire Behaviour Outreach / Family

**Action**—a YouTube Channel full of videos aimed at professionals but also suitable for families wanting to find out more about anger management, demand avoidance, regulating and calming and support in the home.

<https://www.youtube.com/playlist?list=PL6xsklWvSK5p4f7tMD1VncYKHBSjKd9KA>

### ADHD Foundation—For families who have children

that can be impulsive, aggressive and hyperactive, disorganized, inattentive and frustrated, free webinars are available for parents on how to support them. <https://www.adhdfoundation.org.uk/events-and-webinars/read-reflect-connect/>

**ParentTalk Helpline**—Action For Children have a support line to offer help for parents on a range of problems. <https://parents.actionforchildren.org.uk/>

**School Website**—The Parent section of our website has a large and growing number of links to support services for parents to access regarding a wide range of support for children. <https://www.malcolmsargentschool.co.uk/page/?title=Special+Educational+needs+and+disability+%2D+SEN&pid=87>

<https://www.malcolmsargentschool.co.uk/page/?title=Special+Educational+needs+and+disability+%2D+SEN&pid=87>

## Crisis

If you or your child is at crisis and at risk of seriously harming themselves or others, get help:

**Telephone:** 0808 802 6666

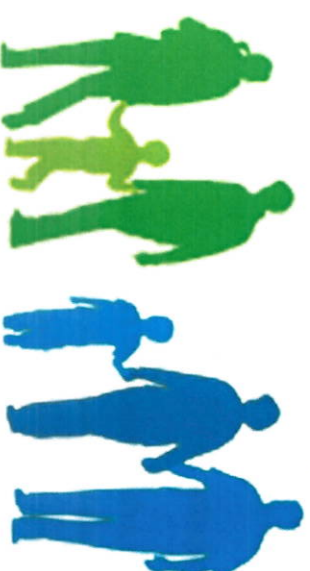
**Text message:** 07537 404 282

**Email:** [familyline@family-action.org.uk](mailto:familyline@family-action.org.uk)

## Helping You To Help Your Child At Home



Tips, information, local services and training



Malcolm Sargent Primary School

## Tips

### ☐ Sleep

When your child is not getting enough sleep, they will not cope with every-day life and quickly 'burnout', avoid demands being placed on them and be more emotional. It is common for children to try to avoid sleep at bedtime! Have a good routine in place at least 1 hour up to 'sleep time'. This should involve the same things, in the same order every night—and not involve technology or competitive games. Dim the lights. Read or listen to a story or calming music. Spend time helping your child to feel secure and ready for sleep.

### ☐ Routine

Have a clear, repeated and easy to follow routine. Have this on a timetable that is displayed. Reward your child for following the routine and becoming independent in any of the steps and jobs they need to do within the routine. Give plenty of warning when a routine needs to be changed.

### ☐ Technology

Evidence suggests technology can create challenging behaviour in children. Reduce your child's reliance on technology and replace with practical hands-on activities such as crafts, construction, games, going outside and exercising. Using technology time as a reward instead of the main activity may work to support good behaviour.

### ☐ Soft Landing

Some children need to 'decompress' their day at school and adjust from one environment to another. Provide them with space and time to adjust without lots of questions and demands. Allow them time to 'relax' and engage them in things they enjoy doing before attempting to ask them to undertake tasks they will not enjoy doing! A part of the soft landing could also involve grazing on a healthy snack and having a drink as this may also help them to regulate.

### ☐ Consistent Boundaries

Children need the security of clear, consistent boundaries and expectations. Keeping the boundaries the same every day can be exhausting for parents! But a confused child who has gained ground on those expectations will inevitably be more exhausting in the long run.

### ☐ Be Kind

Whilst remaining firm and clear, always be kind and respectful, even if your child is not able to demonstrate these qualities themselves in the moment. Try not to get drawn into an argument. Have a system and a space to allow them to calm down and be ready to think about what they need to do next to repair and restore. Help your child to develop strategies to regulate their emotions.

### ☐ Reward

Good behaviour needs to be taught by you and learnt by your child. Rewarding good choices encourages good behaviour.

## Services

### ☐ Look through the Family Services Directory

There are lots of services in Lincolnshire to support families. The directory is the first place to look and can be located here: <http://search3.openobjects.com/4bt5/lincolnshiresd/results.action?familychannel=1100&sr=0&nth=10>

### ☐ Sign Up To The Lincolnshire Parent/Carer Forum

Training, events and meetings are all advertised by this excellent service, supporting families who have children with additional needs, whether they are diagnosed, identified or not. <https://www.lincolnspcf.org.uk/>

### ☐ See Your GP

Always talk to your GP about your child and their challenges at home.