

Spalding Parish Church of England Day School **SEN Information Report**

Spalding Parish Church of England Day School values the abilities and achievements of all its pupils, and is committed to providing each pupil with the best possible environment for learning. We recognise that many pupils will have special needs at some time during their school life. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers, support staff and pupils working together. At SPCEDS, we pride ourselves on our approach to ensuring our pupils with SEN have access to a broad and balanced curriculum that is suitably ambitious to suit their needs. Learning will be adapted to ensure it is accessible for all pupils.

Objectives of SPCEDS SEND Provision

- Ensure all pupils have access to a broad, balanced and relevant curriculum
- Provide a differentiated curriculum appropriate to the individual's needs and ability
- Ensure the identification of all pupils requiring SEND provision as early as possible in their primary career
- Ensure that SEND pupils take as full a part as possible in all school activities
- Liaise with outside agencies, when this would be beneficial, in order to access further specialist support for pupils and parents
- Ensure anti-bullying measures are in place to ensure pupils with SEN are protected and supported

The main methods of provision made by the school are extremely flexible and are tailored to the needs of the pupils as much as possible. We have pupils in school who have additional needs across all four areas of need. Communication and Interaction, Social Emotional and Mental Health, Cognition and Learning and Physical/Sensory are all types of SEN provided for in our school. Staff are experienced in working with all areas of SEND and are highly committed to making children's lives not only productive but happy. Examples of SEND provision include:

- Quality first teaching in class supported by a differentiated curriculum
- Additional intervention work with a teacher or support staff, either individually or in a small group
- In-class support, with adult assistance where appropriate
- Support from specialists using specific programmes and training

Spalding Parish Church of England Day School firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. Parents/carers hold key information and have a critical role to play in their children's education. Parents are regularly invited into school for Progress Meetings regarding their children, the voice of the pupil, parents and school are discussed and valued.

As of September 2014, all schools will be required to publish details of the support it offers to pupils with special educational needs and/or a disability through their SEN Information Report, to compliment the Lincolnshire LA Local Offer. Below are details of the current SEN Information Report at SPCEDS.

What is SEND?

A Special Educational Need (SEN) is a difficulty or barrier that affects a child's ability to learn and to access the curriculum. A Disability is a long term health condition which causes a difficulty or barrier to learn or to access the curriculum.

Who determines that a child has Special Educational Needs and how do they know?

The Special Educational Needs Co-ordinator (SENCo) in agreement with the Head Teacher will make the decision that a child has SEN and needs extra support to help them to learn. This is not a medical diagnosis, only a recognition that the child is finding it harder to learn than other children of the same age. They will then be placed on our 'Special Educational Needs and Disability' (SEND) Register in discussion with parents/carers. Children will have been regularly monitored, progress tracked and the appropriate referrals carried out to ensure the children's needs have been identified early and actioned.

SEND Register

What is a SEND Register?

This is a list of all the pupils in the school and class who have special educational needs (SEN) and/or a disability. This makes it easier for the SENCo and staff to monitor those pupils who need extra help.

Why is my child on the SEND Register?

Any pupil on the SEND register has been identified as having a special educational need and/or disability. Extra help will be given to these pupils to help them to make progress.

What does this mean for my child?

If your child is placed on the SEND Register, then they will start to receive extra help. This will be set out on an Individual Support Plan so that you can see what help your child is receiving and how often. These plans will be shared with parents and parents will have regular opportunities to be updated on their child's progress. The plans will be reviewed in line with our Plan, Do, Review cycle termly.

Will my child always be on the SEND Register?

This can vary. Some pupils with significant needs will always be on the SEND Register because they will always need help. Other pupils may only need help for a short amount of time and if they no longer need any help, then they will be removed from the SEND Register in discussion with parents/carers.

Accessibility

How accessible is the school for pupils with a disability?

We have made lots of adjustments to our school to help pupils with a disability. Most external doorways have ramps for those with walking disabilities, and in Foundation Stage and Key Stage 1, all external ramps/steps are painted yellow to make them more visible to those with visual impairments. We have a disabled toilet with an electronic changing table and a large shower facility. Corridors are sufficiently wide for anyone in a wheelchair, with push button entry within our main entrance. There is also disabled car parking available.

Will you make adjustments if my child or I have a disability?

We always make reasonable adjustments for pupils and their parents/carers, where we can. We work closely with parents/carers and any outside agencies who give us advice. Over the years we have provided special seating, an electronic changing table, writing slopes, coloured overlays and therapy equipment to name just a few.

Will my child be included in all activities, for example school trips?

We have been recognised as an 'Inclusive' school, through the 'Inclusion Quality Mark' Scheme, and allow all pupils to take part in all activities. We go to great lengths to ensure that any pupil with a special educational need and/or disability has the necessary adult support or required equipment so that they can take part, this includes school trips and residential.

How will my child be included in lessons if they have special educational needs and/or a disability?

Staff always work hard to plan activities that all children can achieve in. A pupil's Individual Support Plan, Health Care Plan (HCP), De-Escalation Plan or Education, Health Care Plan will identify the support they need.

Admissions

Schools are expected to make 'reasonable adjustments' for pupils with a disability. If a pupil has a disability and would like a place at our school, we will work closely with both the parents and any Outside Agencies to ensure that where possible and reasonable, we will make any adjustments necessary to enable the pupil to access the curriculum, wider school life and environment and they will not be treated less favourably.

SEND Reforms (from September 2014)

How will the changes affect my child?

At SPCEDS the changes to 'Special Educational Needs and/or Disability' (SEND) will not affect your child very much. The changes primarily affect how we work in school and will further improve how we work with parents/carers and other professionals. Some of the main changes were:

- We no longer use the terms 'School Action' and 'School Action Plus' and use the term 'SEN Support' instead.
- All 'Statements of Special Educational Needs' have been transferred to an 'Education, Health and Care Plan' instead.
- Parents/carers of pupils with an 'Education, Health and Care Plan' will be given the option to manage the funds attached to the document.

What does all the jargon mean?

Please see below the different words and abbreviations that we use in school:

- **SEND** - Special Educational Needs and Disability
- **SEN** - Special Educational Needs
- **SENCo** - Special Educational Needs Co-ordinator, the person in school responsible for managing SEND
- **Individual Support Plan** - Individual Education Plans for children on SEN register
- **Outside Agencies** - Any professional from an agency or service who provides advice to the school and family
- **Transitions** - A change or transfer from one school or class to another
- **Provision** - Any extra help, support or equipment that a child receives
- **Statement** - A document provided by the Local Authority which outlines a child's special educational needs and the support that they need
- **Education, Health and Care Plans** - From September 2014, these will replace Statements - see above
- **Health Care Plan** - This is a document which describes any significant medical conditions that a child may have which requires special medication or adjustments. The plan outlines the child's needs and what needs to be put in place to support them. It is then shared with all those staff supporting the child.
- **De-escalation Plan** - This is a plan which outlines any behavioural difficulties and how to support the child. It is then shared with all those staff supporting the child.

Who do I speak with if I have concerns about my child?

If you have any general concerns about your child, you should always speak with your child's class teacher in the first instance, as they will probably be able to give you the information that you need. If you have some more specific questions relating to Special Educational Needs (SEN) which the teacher is unable to answer, then you will need to speak with the Special Educational Needs Co-ordinator (SENCo). Class teachers and staff will also speak with the SENCo if they have any concerns about your child.

SENCo

Who is the SENCo?

The SENCo at our school is Charlotte Hardy.

When is the SENCo available and how do I contact her?

Charlotte Hardy does not have a teaching responsibility. If you would like to meet with her to discuss your child's needs then please contact the School office to make an appointment. Alternatively you can email her at charlotte.hardy@spaldingparish.laot.co.uk

What does the SENCo do?

Charlotte is responsible for anything relating to 'Special Educational Needs and Disabilities' (SEND) within the school. This makes sure that any special educational needs are identified and that support is put in place to help them. Other duties include:

- Supporting staff
- Supporting parents/carers
- Making referrals to outside agencies
- Linking with outside agencies, gathering advice and making sure that it is put in place
- Providing the correct help and equipment for pupils
- Linking with other schools to support transitions
- Making requests for statutory assessment
- Evaluating the effectiveness of the SEN provision in school alongside the Head Teacher.

How can the SENCo help me?

Charlotte will be able to offer advice about how to identify if your pupil has any special educational needs and what support they might need. She can make direct referrals to many outside agencies and lead multi-agency meetings to make sure that your child's needs are met in school. She can also provide advice about any family needs and suggest who can help. Charlotte will also ensure SEN provision is monitored in school so that it is as effective as it can be. This will be done with learning walks throughout school, meetings with children, staff and parents and evidence based logs.

How do I get a diagnosis for my child?

I think my child has special educational needs, how do I get a diagnosis for my child?

Pupils will only receive a diagnosis if they have a specific learning difficulty such as as Dyslexia, or have a medical need. Pupils do not receive a 'diagnosis' of special educational needs. The SENCo, in agreement with the Head Teacher, will identify that a pupil has a difficulty which is preventing them from learning in the same way as their peers and will place them onto our SEND Register.

If you are concerned that your child has a specific difficulty such as ADHD or Autism, the SENCo can make a direct referral to the Community Paediatrician. If the referral is accepted, you will receive an appointment with a paediatrician, who will give you further information and an assessment may begin.

If you are concerned that your child has a learning difficulty such as Dyslexia or Dyscalculia, the SENCo can make a referral to a Specialist Teacher. A Specialist Teacher works at our school for one day each week. She can identify if a pupil has difficulties consistent with Dyslexia or Dyscalculia and provide advice about how best to support their needs.

If you are concerned that your child has a speech and language difficulty, the SENCo can make a referral to the 'Speech and Language Therapy Service' (SALT) based at the Johnson Community Hospital. A therapist may then assess and identify if a pupil has a specific speech and/or language difficulty and provide advice about how best to support their needs.

How long does a diagnosis/referral take?

Referral time can vary depending upon the agency involved. Referrals to the NHS (Community Paediatrics and Speech and Language Therapy Service) take considerably longer, on average it can take between three to four months to receive an appointment. Not all pupils will receive a diagnosis and/or decision. Where diagnoses are made, this can take a considerable time depending upon the individual. In many cases, a diagnosis follows several appointments, which could take more than a year.

Referrals to the Specialist Teacher are made within the school and are dependent on how many referrals have been made at that point. This can take anything from two weeks to a whole school term. Where the Specialist Teacher identifies a specific difficulty this will take only a few weeks once the assessment has been completed.

What happens once a diagnosis has been made?

At SPCEDS we do not wait until a diagnosis has been made to put support in place, since this can be a very long process. If it is very clear that a pupil has a difficulty and is struggling to learn, we will do everything that we can to help them.

If a diagnosis is made, we will ask advice from the relevant outside agencies about how best to help the pupil. This advice will be identified on the pupil's Individual Support Plan and shared with you and/or discussed at a meeting. We will put this advice in place straight away or once the relevant resources/equipment have been purchased.

How can I access support?

If you have any concerns about your child or family's needs then you can speak with the SENCo. The SENCo will be able to advise you about what support is available both within the school and through outside agencies. In most cases the SENCo can make a direct referral to the professionals that you need in order to get advice or help.

In some cases where the help is not educational, the SENCo will need to complete an 'Early Help Assessment' form to identify the help that you or your child need. ([See Lincolnshire County Council website for more information](#))

How will I be kept informed and be involved?

Will every member of staff working with my child be aware of their needs?

All staff working with your child would be made aware of their special educational needs and/or disability (SEND). This ensures that all staff can offer the help and support that your child needs. This would involve staff working within your child's class and year group as well as the Phase Lead. Where a pupil has significant needs, wider staff would be aware of your child's needs, for example all staff within a Phase plus the midday supervisors so that the support is provided at all times, for example where a child uses sign language or has a visual or hearing impairment. Staff are regularly given training to up-skill their expertise with supporting SEN, and staff are aware of external agencies who they could get further specialist expertise from.

Who can I talk to about my child's special educational needs and/or disability?

The class teacher and Special Educational Needs Co-ordinator (SENCo) will support you and your child with any concerns that you have and provide you with any information that you need.

Will someone be able to help me with all the processes?

The SENCo will help you to understand all the processes and support you with the things that you need to do. There is no such thing as a silly question.

What do I need to do to support my child and the school, and how will I be involved?

The SENCo will ensure that everything is in place to support your child, and will let you know what you need to do. Where a pupil has outside agencies involved and has specific difficulties, you will meet with the SENCo, class teacher and professionals regularly, every term (three times a year) where possible to keep you informed and to make any decisions necessary. Where a pupil does not have any outside agencies involved, you will meet with class teachers each term at Parent Consultations to discuss your child's progress. The SENCo is also available during these times should you wish to see her. You can help your child by supporting them with the targets on their Individual Support Plan. There may also be occasions that you need to seek further support with the Local Authority, such as mediation, which will be supported by the SENCo.

What do staff do if they have a concern about my child?

If any member of staff has a concern about your child, and thinks that they are finding it difficult to learn compared with other children in their class, then they will discuss their concerns with the SENCo. If the conclusion is that your child may have special educational needs, either the class teacher or SENCo will discuss these concerns with you and together you will decide the best course of action. This will normally be to place your child on our Special Educational Needs Register and to provide extra support to help them.

How will my child be involved in the process?

If we have identified that your child has special educational needs (SEN) we will produce a Individual Support Plan for them and share this with your child. We will discuss with them what they are good at and what they find difficult. We will talk to your child about what could help them and ask them to sign the Learning Map.

If we have any meetings with you or have to complete any paperwork, we will ask your child how they think they are getting on so that their views are heard and taken into account.

How will my child's progress be tracked and how will the school keep me informed about their progress and achievements?

The school tracks pupils progress and attainment very closely and reports to the Assessment Lead, Head Teacher and Governors at least termly. Pupil progress is discussed at Pupil Progress Meetings held every term with the Assessment Lead, Phase Lead, SENCo and class teacher so that any concerns may be addressed.

Your child's progress and achievements will be shared with you at termly Parent Consultations and during any review meetings that may be held. Discussions will be held around their attainment, academic progress and progress against the targets that have been set on their Individual Support Plan.

If your child is not making the progress that we would like, then we will discuss changing the support that they are receiving or involving new outside agencies to offer advice and support.

What happens if my child has SEND?

It doesn't matter at what point we or someone else has identified that your child has special educational needs and/or a disability, we will put extra support in place to help your child at SPCEDS as quickly as possible.

Support for my child

My child has special educational needs and/or disability (SEND), what extra support could you provide and who will decide on the support?

This will depend upon your child's individual needs. Each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Special Educational Needs Co-ordinator (SENCo) and class teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs. Special Educational Needs (SEN) are divided into four areas. Below are some examples of what our school can provide.

Cognition and Learning (Learning Need)

- Adapted approaches to learning, e.g. visual, hands-on
- Adapted work expectations, matched to the child's ability
- Different/extra resources, e.g. word cards, number squares
- Special Literacy or Numeracy programmes, e.g. the Nesy programme, Precision Teaching, Dyslexia Institute Learning Programme
- Extra adult support, group work, individual support

Communication and Interaction (Speech and Language)

- Resources provided by the Speech and Language Therapy Service - First Call
- Communication and language games
- Social skills games
- Specific Speech and Language programmes provided by the Speech and Language Therapy Service
- Use of Makaton - an early sign language tool
- Communication in Print - a visual/picture resource to support language and communication

Social, Emotional and Mental Health

- De-escalation plans which outline a pupil's difficulties and the best strategies to use to help them
- Social skills games
- Reward strategies
- Access to a trained Social, Emotional, Mental Health Lead to deliver group or individual interventions

Medical, Physical and Sensory Needs

- Specialist equipment such as seating, writing slopes, pencil grips and calmers
- Sensory circuit
- Specialist training from outside agencies, such as specialist nurse for pupils with disabilities and teachers of the hearing and/or visually impaired

What equipment and resources does the school have to help my child?

Over the years we have supported many pupils with significant difficulties and so we have lots of equipment and resources already in school. Below are some examples.

- Disabled toilet and electronic changing table
- Shower facilities
- Sensory circuit
- Specialist seating - Foxdenton chairs, Zuma chair and Hokki stool
- Seating cushions and wedges
- Writing slopes
- Magnifying domes
- Coloured overlays

- Pencil grips and specialist writing pens
- Calmers (squeeze/stress balls etc)
- Sand timers
- Communicate in Print - a visual/picture resource to support language
- Physiotherapy equipment, e.g. gym mats and gym balls
- Occupational therapy equipment, e.g. non-slip mats, weighted dolphins

How will I be kept informed about the support that my child is receiving and what do I do if I have concerns about it?

The support that your child receives will be outlined on an Individual Support Plan. This will tell you what the school is doing to help your child and how often they will be getting help. We will share the Individual Support Plan with you at Parent Consultations every term so that you are kept informed. If your child has outside agencies involved, we will also review the support that they receive at regular review meetings. If you have any concerns about the support that your child is receiving or the support is not helping your child to make progress then we will change the support appropriately.

What are Individual Support Plans?

An Individual Support Plan is a document which identifies what your child finds difficult, sets small achievable targets for them to help them to make progress and outlines what extra support your child will receive. Individual Support Plans are child friendly and written from the child's point of view so that they are easy to understand. The Individual Support Plan is shared with you in the Autumn and Spring terms and then sent home with your child's report at the end of the year. At these times, we will review the previous targets to let you know how your child has got on, and if they have achieved their targets. You will be given a copy of the old and new Individual Support Plan so that you can take them home and you can help your child with each of the targets if you wish to. Individual Support Plans are shared with your child too, so that they understand what they are trying to achieve and what we are going to do to help them.

What enhanced adult support is available?

If the SENCo and Head Teacher feel that they have put lots of extra support in place and it is not helping your child to make progress, we may consider giving your child extra group or individual support. The amount of support that they receive would be different for every child depending on their specific needs and how much progress they have made. Normally a child would have lots of outside agency support before we would decide to provide extra adult support. We would discuss any extra adult support with you at review meetings so that we can ask for advice from the professionals involved.

Outside Agencies

What is an Outside Agency and which ones are used by the school?

An outside agency, is an agency, service or profession used by the school to offer advice about how best to support a pupil's needs. The Special Educational Needs Co-ordinator (SENCo) can refer to most of these agencies directly. Most agencies used by the school are to provide the school with advice, but the SENCo can also refer to, or advise you about, services that can support a parent/carer or family. Most referrals will require parental/carer permission and a referral form will need to be signed. The school cannot access agency support without this permission. SPCEDS uses the following outside agencies:

Cognition and Learning (Learning Needs)

- **Educational Psychologist** - Assessed or observed within the school setting to provide advice about educational needs
- **Specialist Teacher** - Assessed within the school setting. The assessment then outlines a pupil's strengths and weaknesses and can identify, for example, Dyslexia and Dyscalculia

Communication and Interaction (Speech and Language)

- **Speech and Language Therapy Service (SALT)** - Pupils can be seen either by appointment at the hospital or assessed within the school setting

Social, Emotional and Mental Health

- **Behaviour Outreach Support Service (BOSS)** - Assessed or observed within the school setting to provide advice social, emotional and behavioural needs
- **Counsellor** - Direct work provided to support the pupil's emotional or mental health needs
- **Child and Mental Health Service (CAMHS)** - Support can either be provided by a paediatrician or by a more locally based team within the school
- **Working Together Team** - Observed within the school setting to provide advice about social, communication or behavioural needs
- **Healthy Minds** - provide emotional wellbeing support for children and young people up to 19 years old.

Medical, Physical and Sensory Needs

- **Community Paediatrics (NHS)** - They provide medical advice and can diagnose specific difficulties such as ADHD and Autism. Pupils would be seen by appointment at a local hospital.
- **Teacher of the Hearing Impaired** - They provide advice to the school about how to support a pupil with a hearing impairment
- **Teacher of the Visually Impaired** - They provide advice to the school about how to support a pupil with a visual impairment
- **Physiotherapist** - The SENCo cannot refer directly to this service, but a referral can come from a GP or Paediatrician
- **Occupational Therapist** - The SENCo cannot refer directly to this service, but a referral can come from a GP or Paediatrician
- **Children and Young People's Nursing Team** – They can provide advice within their clinics often at Johnston Hospital, within the family home or within the school setting

Where a pupil has lots of outside agency involvement, the SENCo may suggest using a service called 'ESCo' (Early Support Care and Co-ordination), a team which will lead and organise the many agencies supporting the family.

<https://www.lincolnshire.gov.uk/childcare-and-family-support/special-educational-needs-and-disabilities/disability-and-sensory-impairment/early-support-care-coordination/>

Who decides if an outside agency needs to be involved?

The SENCo would normally decide that the school needs advice from an outside agency because the support already put in place has not helped the pupil to make enough progress. This would be discussed with the parent/carer and a joint decision would be made and parental agreement given.

If an outside agency is involved with my child, does that mean that social care will become involved?

Where the pupil only requires support within school to access the curriculum due to a special educational need, social care would not normally be involved. Where there are wide ranging issues and a family struggling to cope, social care may become involved in order to support both the pupil and family.

School Transfers/Transition

How will the school support my child with special educational needs when they start at Spalding Parish Church of England Day School?

Entry into Foundation Stage

If your child attends a pre-school/nursery, the SENCo there will normally inform us that your child will be joining us and that he/she has special educational needs. The SENCo at our school will then attend any meetings at the pre-school before they start school, so that we have a clear picture of your child's needs and what support they might need when they join us. If any support is needed, we will try to have it in place as soon as they start, for example any training or equipment. The SENCo will also speak with outside agencies involved to make sure that any advice is in place.

If your child has significant needs, they may need some extra visits to our Foundation Stage class in addition to those already provided.

Joining school at other times, e.g. mid-year

If your child joins our school at any other time in their school life and they have additional needs, their previous school should send us all their pupil information, which would identify that they have special educational needs. We will then initially rely on the information that they send us. It would be useful if you could tell us all about your child and their needs too. The information from the previous school should tell us what support has been in place at their previous school. We will use this information as a starting point, and try to provide similar support within a short space of time. If outside agencies are involved, the SENCo will contact them so that they continue to support your child in our school. This will often be through a review meeting to which you, the parent/carer, will be invited.

Moving from one class to another

When your child moves from one year group to another, the two teachers (current and new) meet together to discuss each pupil. The current teacher will pass on any significant information to the new class teacher so they are kept fully informed. Any pupil who has a special educational need and/or disability will have a Individual Support Plan and possibly other support plans such as a Health Care Plan or De-escalation Plan. All paperwork and any outside agency support reports are passed on to the new teacher so that they have a full understanding of the pupil, their needs and what support needs to be in place to help them. The SENCo will also ensure that new teachers and support staff are informed about pupils with SEN so that there is a smooth transition between classes and support continues as soon as pupils start in their new classes in the new academic year.

Moving to another Primary School

If your child moves to a new school due to relocation, once we have been informed that they are on roll at their new school, we will send on any relevant paperwork, including documents such as Learning Maps and outside agency reports. The new school will then have all the relevant information needed to put support in place as soon as your child joins them. It is always helpful for you to also keep the new school staff informed and make sure that they have received the paperwork from us.

Moving to Secondary School

The SENCo at our school meets with all the secondary school SENCos during the final term of Year 6 to inform the new SENCo of all pupils with special educational needs and/or disabilities joining their school. Details of the pupil's needs are passed on to the new SENCo, along with details of what support has been in place at our school to help them. Our SENCo passes on information about any outside agencies that have been involved and all SEN paperwork is passed on, including documents such as Individual Support Plans and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

How can I help during a transfer?

It is always helpful for you to personally speak with new staff to make sure that they are fully aware of your child's special educational needs and/or disability. Always check, after a short time, that support has been put in place and that you understand what help your child is receiving. If moving to a new school, take your child to visit the school so that you can both see the environment and ask any questions which you may have.

What are Education and Health Care Plans?

What is an EHCP?

Pupils in Primary Schools no longer have a Statement of Special Educational Needs. These have been replaced by Education, Health and Care Plans.

What is an Education, Health and Care Plan?

From September 2014, 'Statements' were replaced by 'Education, Health and Care Plans'. This document will continue to outline a pupil's special educational needs and the support that the school needs to put in place to help them, but it will be a much more child friendly document, based around the pupil and their family.

How will I know if my child needs an EHCP?

You will need to discuss your concerns with the school Special Educational Needs Co-ordinator (SENCo), who will advise you about whether your child needs an Education, Health and Care Plan. Only pupils with significant special

educational needs would be considered for an EHCP and only once the school has exhausted its provision and outside agency support. These discussions are normally held at a review meeting with outside agencies.

How can I get an Education, Health and Care Plan for my child and how long does it take?

At the moment, either you can make a parental request to the Local Authority for a 'Request for Statutory Assessment' or the school can make a request. If you make a parental request, the Local Authority will ask the school to complete a 'School Advice Form', the same as if the school make a request. However the request is made, the Local Authority will want to see as much evidence as possible about your child's needs, what has been put in place to help them and what impact the support has had on your child's progress. At the moment, the 'Statutory Assessment' process takes 20 weeks.

My child has an Education, Health and Care Plan but now I feel that they need a special school place, what do I do?

If at any point you or the school feel that a mainstream school can no longer meet your child's needs, an early Annual Review can be called. Any discussions about school places need to be discussed at the Annual Review, preferably with any supporting outside agencies present to give their views. The request for a special school place will be noted on the Annual Review form and the Local Authority will consult the named special school. A decision will then be made based on whether any places are available and if the special school could meet your child's needs.

What does SEND look like at SPCEDS?

Strengths of SPCEDS

We are very passionate at SPCEDS about being an inclusive school, and as such, we go out of our way to make sure that the needs of all our pupils are met. Wherever possible we will go above and beyond to put extra resources and support in place at our school, which may not be available at other Lincolnshire schools. Below are some of the strengths of our school, in meeting the needs of pupils with special educational needs and/or disabilities:

- A sensory circuit to support gentle, calming exercises to allow children to settle to learn
- Very strong links with all outside agencies
- A dedicated Social, Emotional and Mental Health lead
- Makaton specialist within school
- Very strong links within the Additional Needs team at the Local Authority
- Multi-sensory approaches across school
- Focussed support for pupils with Social, Emotional and Mental Health concerns via our Pastoral offer
- All pupils are encouraged to attend extra-curricular activities, with a focus on enabling clubs to suit pupils with SEN

At Spalding Parish Church of England Day School we live out our vision of being 'Wholly inclusive, striving for fulfilment, empowering the flourishing of our world'.

Staffing

All staff at our school have regular training in a great number of areas of special educational needs and disability. Most staff have had training in the following:

- National SENDCO Award at Masters Level (SENCo)
- Dyslexia and Dyscalculia
- Autism
- Speech and Language
- Behaviour
- Makaton (Foundation Stage and Key Stage 1)
- Hearing Impairments
- Visual Impairments
- Communication in Print (a visual/picture tool for pupils with communication difficulties)
- Positive Handling (Senior Leadership Team)
- Eipen training

- Mental Health First Aider (SENCo)
- Emotional Literacy Support Assistant (ELSA – SEMH lead)
- Elklan training (key staff)
- Asthma Awareness
- First Aid (some staff trained Paediatric First Aid)
- Diabetes (key members of staff)

Complaints

What can I do if I have a complaint about SEN provision?

Complaints about SEN provision in our school should be made to the class teacher in the first instance, then the SENCo and finally the Head Teacher. Parents can seek further advice from the Governor with responsibility with SEN, via the Clerk to Governors.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Who can I contact for support services for parents of pupils with SEN?

IPSEA (Independent Parental Special Education Advice) <https://www.ipsea.org.uk/>

Lincolnshire Parent Carer Forum www.lincspcf.org.uk

LIAISE – liaise@lincolnshire.gov.uk

Lincolnshire Local Offer - [SEND Local Offer – Lincolnshire County Council](#)

Our school contributes to the Local Offer by ensuring we support all pupils and parents to succeed, sign posting them to appropriate referral pathways when they need further support. We continue to work closely with external agencies in the county to ensure pupils needs are met.

More information is available on our school website, where you will find our SEN Policy.

This Information Report will be updated annually in line trust policy, and adapted throughout the school year if any of the information changes.

July 2024