



*Tydd St Mary
Church of England
Primary School
September 2022*



As a Primary School under the Code of Practice 2015 we must have in place a SEND report which details the provision for those pupils with Special Educational Needs and/or Disabilities. This document is our Local Offer and is set out in a series of questions.

For information regarding Lincolnshire Local Authorities Local offer please follow the link www.lincolnshire.gov.uk/SENDlocaloffer

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What is SEND?

SEND Register

What is a SEND Register?

This is a list of all the pupils in the school who have special educational needs (SEN) and/or a disability. This makes it easier for the SENCo, Senior Leaders 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 or adaptations to their provision in school to ensure that they make the best progress possible. This may be set out on an Active Learning Mat (ALM) so that you can see what help your child is receiving and how often or on the school provision map. Your child may also have an Active Learning Mat so that they are aware of the educational or social and emotional targets they are working towards.

Will my child always be on the SEND Register?

This can vary and depends upon the nature of the need. We update SEND data every 12 weeks to see how much progress each child with SEND is making. If outstanding progress has been made due to the support a child has received a child may be removed from the register in discussion with parents/carers. However, some pupils with significant needs will always be on the SEND Register because they will always need help.

SEND Policy

The SEND policy can be accessed in the policy tab on our website or a hard copy is held at the school office. This will give you more detail about how we support pupils with special educational needs and/or disabilities.

Accessibility

How accessible is the school for pupils with a disability?

Tydd St Mary is a single storey building and almost all external doorways are level with the pavement for those with walking disabilities. The front entrance to school is controlled by an electronic opening doorway suitable for those in a wheelchair. The Foundation Stage

Classroom is accessed by an external ramp. We have a disabled toilet in the main school and in the Foundation Stage classroom for anyone in a wheelchair. We also have the facility to offer disabled car parking should it be necessary.

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, writing slopes and coloured overlays to name just a few.

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

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 in everything. At Tydd St Mary we are fully inclusive on all trips and visits (including residential). Risk assessments are carried out and procedures are put in place to try to ensure that all children can participate subject to their specific needs.

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 ALM, Health Care Plan (HCP), De-Escalation Plan or Education, Health and Care Plan (EHCP) will identify the support they need.

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
- **IEP** - Individual Education Plan- details the help your child receives and how often
- **ALM**- Active Learning Mat- the child's reference to their targets
- **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
- **Education, Health and Care Plans** – A plan for a child developed with parents and the local authority when the needs of a child cannot be met by a school without the allocation of additional funding or resources
- **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.

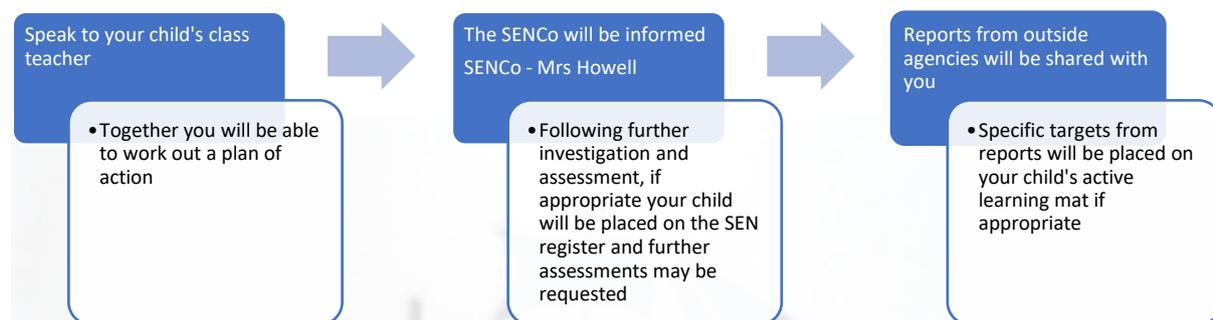
- **Reactive Plan** - This is a plan which outlines any behavioural difficulties and how to support the child. It is then shared with all those staff supporting the child.

If ever we make use of words or abbreviations in school that you are unsure of then please ask for clarification. It is very easy to forget when you use terms on a daily basis that not everyone is fully aware of what you mean.



Who do I speak to 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.



Special Educational Needs Co-ordinator (SENCo)

Who is the SENCo?

The SENCo at our school is Dawn Howell.

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

Dawn Howell is the SENCo of the school. Should you wish to meet with Mrs Howell then please ring the school office to arrange an appointment. Current working days are Monday and Wednesday.

What does the SENCo do?

Mrs Howell is responsible for anything relating to 'Special Educational Needs and Disabilities' (SEND) within the school. Mrs Howell works with Mrs Ely to ensure 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

How can the SENCo help me?

Mrs Howell 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.

What experience and qualifications does the SENCo have?

Mrs Howell holds the National SENCo Award; she has been teaching for 22 years. She attends SEND training events to ensure that the school is always able to offer the most appropriate services to children and parents.

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 Dyslexia, or have a medical need. Pupils do not receive a 'diagnosis' of special educational needs. The SENCo, in consultation with the class 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 based in Boston or Grantham. 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 from a team called the 'Specialist Teaching Team' (STT). A Specialist Teacher works at our school for one morning every six weeks. 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 up to 20 weeks 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 two weeks once the assessment has been completed.

What happens once a diagnosis has been made?

At Tydd St Mary we do not wait to put support in place. 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 whether they have a diagnosis or not.

If a diagnosis is made, we will ask for advice from the relevant outside agencies about how best to help the pupil. This advice will then inform the pupil's Active Learning Mat (ALM) and be 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 for my child and family?

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.

Help and advice can also be found on the Lincolnshire Local Offer site, for which the link is shown above.

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 in making decisions about my child?

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. Where a pupil has significant needs, wider staff would be aware of your child's needs, for example all staff including the midday supervisors, so that the support is provided at all times.

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 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 best by supporting them with the targets on their Active Learning Mat (ALM)

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 write an Active Learning Mat (ALM) 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 their Active Learning Mat which includes a photograph if your child would like.

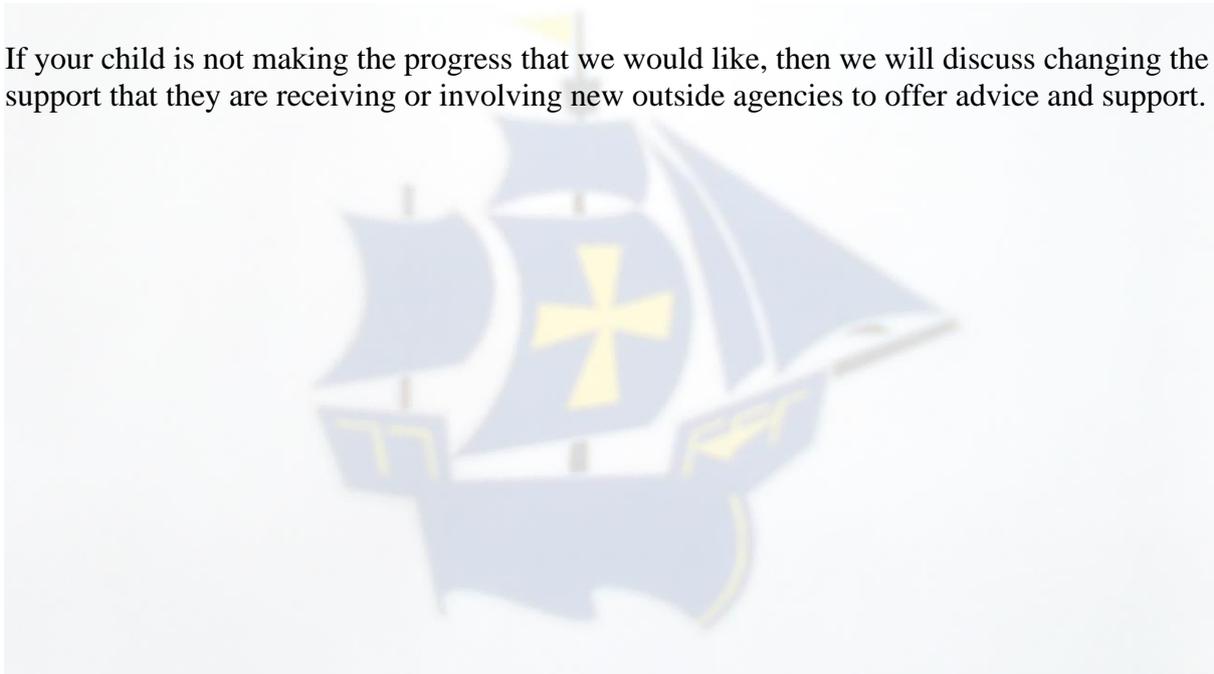
If we have any meetings with you or have to complete any paperwork, a familiar adult will ask your child how they think they are getting on so that their views are heard and taken into account.

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- Mrs Lucie Burton, Head Teacher and Governors at least termly. Pupil progress is discussed at Pupil Intervention meetings every term with the Assessment Lead, Headteacher/ SENCo and class teacher so that any concerns may be addressed.

Your child's progress and achievements will be shared with you at 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 ALM.

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 'Special Educational Needs and/or a Disability' (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 Tydd St Mary as quickly as possible.

What support is put in place for pupils with special educational needs and/or a disability?

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)

- Different approaches to learning, e.g. visual, hands-on
- Different 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 Nessy programme, Beat Dyslexia.
- Extra adult support, group work, individual support

Communication and Interaction (Speech and Language)

- Resources provided by the Speech and Language Therapy Service - First Call, Phonetic Awareness Programme, Talking Time.
- Communication and language games
- Social skills games
- Specific Speech and Language programmes provided by the Speech and Language Therapy Service such as ELKLAN, NELI and WELLCOMM.

Social, Emotional and Mental Health

- Reactive plans which outline a pupil's difficulties and the best strategies to use to help them
- Social skills games
- Reward strategies
- Blob Trees to establish feelings and develop discussions
- Resources provided by Healthy Minds
- Each class has a Mental Health First Aid qualified TA who can support identified children
- ELSA trained TA in school

Medical, Physical and Sensory Needs

- Specialist equipment such as seating, writing slopes, pencil grips and calmers
- Specialist training from outside agencies, such as physiotherapists for pupils with disabilities
- Sensory Circuits to meet the individual sensory needs of a child
- Physiotherapy TA able to carry out programmes provided by a physiotherapist

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 ALM. 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 ALM with you at Parent Consultations 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 Active Learning Mats (ALM)?

An Active Learning Mat 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. ALMs are child friendly and written from the child's point of view so that they are easy to understand. The ALM is shared with you in the Autumn and Spring terms at Parents Evening. 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 new ALM so that you can take them home and you can help your child with each of the targets if you wish to. ALMs 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 feels 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. We use 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 (STT)** - 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

- **Child and Mental Health Service (CAMHS)** - Support can either be provided by a paediatrician or by a more locally based team within the school
- **Social and Communication (including Autism) Outreach Service** - Observed within the school setting to provide advice about social, communication or behavioural needs
- **Healthy Minds** – The Here4You service line can be used by school staff to discuss concerns and to provide advice about interventions and referrals
- **Working Together Team (WTT)** – Social communication outreach service
- **Reintegration Team** – Behaviour support and advice
- **Behaviour Outreach Support Service (BOSS)** – Behaviour team offering in school support where pupils' behaviour in school requires additional support

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 can refer directly to this service, but a referral can come from a GP or Paediatrician
- **Occupational Therapist** - The SENCo can refer directly to this service, but a referral can come from a GP or Paediatrician
- **School Nursing Team** - They can provide advice within the family home or within the school setting
- **St Francis School** – Disability support including advice re recording and provision of specialist equipment such as a changing bed

For specific details about what these agencies provide please visit Lincolnshire Authority's Local Offer. '

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 written 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.

How does the school support a transfer from one school/class to another?

How will the school support my child with special educational needs when they start at Tydd St Mary Church of England Primary School?

Entry into Foundation Stage

As part of our transition arrangements your child will be invited to join us for a morning towards the end of the summer term. Parents are also invited to a pre-reception meeting where all staff, including the SENCo, will be available to talk to you. If your child attends a pre-school/nursery our reception class teacher will visit them at least once in their setting during the summer term. 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 class 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 an ALM and possibly other support plans such as a Health Care Plan or Reactive 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 IEPs 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 contacts 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 ALMs 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 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 need 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 'EHCP Request Form', the same as if the school make a request. However, once 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 approximately 20 weeks.

My child has a EHCP 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 Early 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 Special Educational Needs look like at Tydd St Mary Church of England School?

What training do the staff have (in relation to SEND)?

Training

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:

- Child Protection Training
- Speech and Language linked to Early Years
- Behaviour- How to support pupils with emotional needs
- Team Teach
- Epipen training
- First Aid (some staff trained Paediatric First Aid)
- Epilepsy training
- E-safety training
- Specific physiotherapy programme training (key members of staff)
- Autistic Spectrum Disorder training
- Attachment and Trauma training
- Mental Health First Aid Training

What are the strengths of Tydd St Mary Church of England in meeting the needs of pupils with SEND?

We are very passionate at Tydd St Mary 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 to ensure that our SEND pupils are happy and are able to make the best possible progress.