

Ling Moor Primary Academy SEND Information Report

At Ling Moor Primary Academy we pride ourselves on the quality of education and care that we provide for all our pupils, including those with special educational needs and disabilities. The Ling Moor family is a strong and supportive environment in which children can thrive.

This SEN Information report sets out the provision of support we are able to offer youngsters who have SEND. It also contains information about the assessment of learning difficulties, what parents should do if they are concerned about their child's learning or well-being and the processes the Academy engages in regarding the SEND assess, plan, do and review cycle.

Ling Moor Primary Academy is an inclusive school and we endeavour to work in partnership with parents and pupils in all aspects of academy life. Parents and pupils (where appropriate) will be involved in assessment and decision making from the very beginning of the process. In the spirit of 'co-production' encouraged by the SEND Code of Practice 2014, we will work together to ensure, to the best of our ability, that a child's needs are met.

SEND Code of Practice (0-25) 2014

In June 2014, as part of the new Children and Families Bill the Government passed a new SEND Code of Practice into law. The new legislation came into practise in educational establishments in September 2014. The code identifies 4 broad areas of need: cognition and learning, communication and interaction, social, emotional and mental health and Sensory or physical disabilities. There are also two levels of support identified; school support or an Education Health and Care Plan (EHCP) current 2014 Code of Practice.

Key individuals:



Shamaine Elms

SENCo



Jill Goddard

SEND TA



Matt Clayton

SEND Governor



John Sisman

Head Teacher

1. What should I do if I am concerned about my child's progress, learning or well-being?

1. Contact your child's class teacher.

2. Together you will decide on an initial plan of action.

3. The Special Needs Co-ordinator (SENCO) will be informed and if additional support is needed or further assessment may take place, which may include referrals to other professional services the SENCO will begin to monitor the child's progress.

4. Individualised targets may be set for a pupil and information about their needs set out on a pupil profile which will also include information about intervention taking place and will be reviewed on a termly basis.

2. How will school respond to my concern?

1. Initial concerns may be discussed at parent consultations or by making an appointment to speak with the class teacher.

2. A further meeting may take place with or without the SENCO, dependent on the need of the child.

3. Assessments or observations may be requested by external agencies to support with setting suitable targets.

4. A plan will be put together, including specific targets.

5. The plan will be shared with the pupil, parents and supporting adults.

6. The targets will be reviewed and updated with teachers, pupils and parents each term.

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

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

- Adult observations over a period of time by the SENCO, class teacher, teaching assistants and midday supervisor.
- Monitoring academy progress data which is collected and analysed each half term.
- Pupil discussions to determine if they find something challenging or enjoyable. This could be in the area of communication, learning, social, emotional or physical development.
- Parent and staff discussions.
- Standardised assessments and specialist advice.

4. What will school do to support my child?

Appropriate targets will be set and progress monitored by the class teacher with support from the SENCO, teaching assistants, other teachers or agency support workers. The process for providing support is:



ASSESS

A child will be assessed using the following information:

- Teacher assessment
- Formal assessments for reading, writing, maths and SPaG
- Specialist assessors where appropriate
- Observations



REVIEW

Targets will be formally reviewed at least 3 times a year. Parents will be invited to formal reviews each term.

Children and their targets are monitored by staff throughout the year. The reviews will:

- Evaluate progress against the targets.
- Assess any further support needed.
- Plan the next steps.

PLAN

An individual pupil profile is developed and specific short-term targets are set using the information collected.

This document forms the basis of the planning of support for the child and is shared with relevant staff, parents and the child.

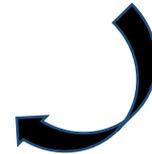


DO

A range of different support helps children to achieve their targets.

- In class support – additional adults to encourage learning using SEN resources and strategies.
- Small groups – may be inside or outside of the class.
- Individual support– encouraging focus, participation and developing independence.
- Agency support – usually done on an individual basis with a specialist outside agency (see section 7).

The level of support is in relation to the level of need.



Our provision maps for each area of need outline our graduated response to support and intervention. This includes:

- Outlines of universal, inclusive quality first teaching
- Additional interventions to enable children to work at age related expectations
- Individualised and highly personalised interventions
- Outside agency support and advice that can be accessed

5. Who will support my child in school?

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

Who.	How and Why.
Class Teacher	Works collaboratively with the parents and child to set appropriate targets and intervention to meet the needs of the child and ensure progress is made. Liaises with the SENCO for advice on strategy and resources.
SENCO (Shamaine Elms)	Supports parents and class teacher to identify targets and next steps. Monitors provision effectiveness through assessment and progress tracking, using data systems and intervention timetables. May complete referrals for outside agency support or paediatric appointments. Organises and leads review meetings and completing all relevant paperwork.
Teaching Assistant in class.	Generally supports within the classroom to foster learning by following the planning and direction of the class teacher. Gives feedback to inform future planning.
SEND Teaching Assistant (Jill Goddard)	Delivers additional support for literacy, numeracy and memory through structured programmes. Coordinates the Catch Up intervention. Works collaboratively with the SENCO and class teacher to inform and support the targets set.
SEND Individual Teaching Assistant.	Provides learning and development support for children with an Education and Health Care plan (EHCP).
Midday supervisor.	Monitors and supports personal, social and emotional needs of children through playground games, initiating play or monitoring progress in a specific area, such as forming friendships. Directed by the teacher to support the targets set.
Specialist outside agency.	See section 7 for detailed list May complete assessments or observations to determine further details regarding the child's level of need. Involved with target setting, the review process and deciding next steps.
SEND Governor	Overseeing and challenging the provision for SEND within the academy.

6. What training and experience can staff offer to additionally support my child's needs?

John Sisman (Head Teacher)	Designated safeguarding lead. Positive handling training.
Shamaine Elms (SENCO)	Designated safeguarding officer. Positive handling training. Held position of SENCo in different education settings since 2006.
Jill Goddard (SEN Teaching Assistant)	Nursery Nurse Education Board. ELKLAN speech and language qualification. Catch Up Intervention. Counselling. Positive handling training. Solution Focused Coaching.
Helen Hinson (Teaching Assistant)	CHESL qualification in Autism (Level 4). Transition support to secondary school. Positive handling training.
Karen Herbert (Teaching Assistant)	NVQ level 3. Catch Up Intervention. Counselling.
Julie Parkinson (Teaching Assistant)	Tier 2 in Autism. (AET) Counselling. Medical training for diabetes and cystic fibrosis.
Julia Taylor (Teaching Assistant)	Higher level Teaching Assistant. Previous manager of a nursery with SENCO role. Positive handling training. Counselling for ASD. Foundation in play therapy. Talk time.
Fiona Lendon (Teaching Assistant)	ELKLAN speech and language qualification. Talk Time. Foundation in play therapy. Paediatric first aid.
Nichola Malia (Teaching Assistant)	Higher level Teaching Assistant. Catch Up Intervention. Solution Focused Coaching. Positive handling training.
Suzanne Kennedy	SEN level 3 Dyslexia certificate. Moving and Handling training.
Janet Fenton	Nursery teaching qualification. ASD Elklan communication qualification.
Elena Kosheleva	Early Bird Plus Autism training. Tier 2 in Autism. (AET)
Kevin Robinson	Tier 2 in Autism. (AET) Positive handling training. Solution Focused Coaching.
Rebecca Whitworth	Tier 2 in Autism. (AET)
Kerry Templeman	Tier 2 in Autism. (AET) Positive handling training.

	Cognitive behavioural therapy.
Nicola Sievewright	Teaching assistant apprentice year 1
Louisa Thorne	Teaching assistant apprentice year 1
Jess Abernethy	Teaching assistant apprentice year 1

All staff members have had training for:

- Safeguarding
- Understanding and supporting well-being
- Tier 1 awareness in Autism (AET)
- Dyslexia awareness and support strategies
- Acute childhood experience

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

We are sometimes able to access a range of external agencies to provide additional support:

Agency	Time in school	Support available	Age of children
Educational Psychology		Assessment for learning, personal, social and emotional needs. Observations and advice.	All ages
Specialist Teaching Team	Weekly (2 full days, 2 mornings a month)	Assessment for learning difficulties including the identification of dyslexia. Advice on strategies to address the identified need.	Year 2+ All ages
Behaviour Outreach Support Service.		Observations to support with understanding personal, social and emotional difficulties.	All ages
Speech and Language Therapy		Assessments of speech difficulties and language acquisition. Specialist programmes.	
Working Together Team. Social communication outreach		Observations to support children with social, communication difficulties including those with Autism Target setting	All ages
Counselling	Fortnightly	6 week blocks of 1:1 or small group counselling for children experiencing difficulties inside or outside of school. Confidence building groups.	All ages

We can also make referrals to:

- Paediatricians
- Family Action workers (to support with issues impacting on your child and the family)
- Child and Adult Mental Health Service (CAMHs)
- Education Welfare Service
- Visual Processing Clinic.
- We have strong links with the North Hykeham Children's Centre which is attached to our school.

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

Pastoral and social support:

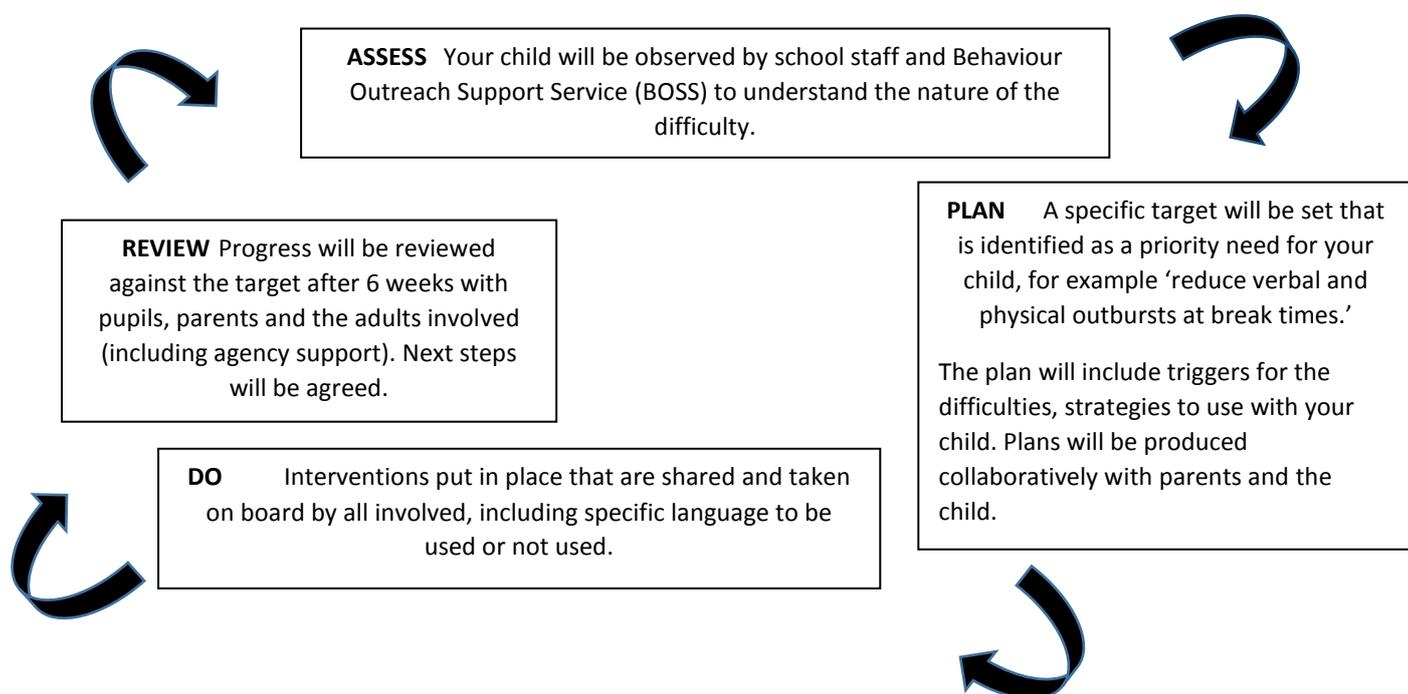
- Teachers, teaching assistants and midday supervisors build up strong relationships with children to support their emotional needs.
- Two children work as peer mediators in the Key Stage 2 classrooms to resolve issues between children on the playground. This is aimed as the first point of call for the children to take some responsibility to problem solve without adult intervention.
- All incidents are communicated to the relevant members of staff and recorded in the class behaviour book.
- All safeguarding issues will be reported to the Head Teacher.
- We have a clear behaviour policy which is adhered to by all staff. (Please visit the school website for a copy.)
- Intervention for personal, social and emotional development is planned for in all classes. The content of this is dependent on the needs of the children. Stories, circle time and sharing experiences form a staple part of the group.
- Circle time happens in every classroom to promote speaking, listening, empathy, working together, turn taking and following social rules.

Medical needs

- If your child has specific medical needs then please contact either your class teacher or the SENCO so appropriate plans can be put into action.
- If needed a 'care plan' can be written to inform all staff of the specifics of the condition and what should be done to support the needs of the child.
- If your child requires ongoing medication, please contact the school office and complete a medicine administration form. All medicines will be stored in a locked storage box within the medical cupboard.

Support for behaviour (including attendance and exclusion):

When classroom interventions do not meet the needs of a child, it may be necessary to access additional support from a specialist outside agency. If your child has specific difficulties regarding behaviour, their personal support plan will follow the ASSESS, PLAN, DO, REVIEW process:



- If behaviour issues continue despite intervention, a multi-agency meeting (including all adults and agencies involved) may be arranged to discuss next steps to avoid exclusion.
- If concerns arise regarding your child's attendance, an Education Welfare Officer may be asked to become involved as in accordance with the attendance policy available on the academy website.

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

Review meetings.	Your child will be asked for their thoughts regarding their progress towards their targets, what strategies have worked well and what they think they may need support with next.
Continuity of staff.	As much as possible, your child will be supported by the same adults so they can develop an effective relationship without becoming dependent.
Ongoing recording of views.	Your child's view will be recorded throughout the interventions to judge their engagement and progress. This will inform future planning.
Use of social stories, comic strip conversations to support views.	These are written for individual children to help them understand how to manage their emotions or behaviours in a certain situation, for example, anxieties about coming to school, acceptable behaviour on the playground.

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

If your child has SEND then they may require support that is 'additional to and different from' the rest of the class. This does not mean that they need to be taught outside of the classroom, it simply means that teachers need to ensure we use a range of different strategies to support the child's learning.

Strategies	Examples
Use of ICT to record.	Using speech to text apps. (Dragon Dictation.) Using presentation apps including Book Creator, Pages, i movie, Lego Movie creator. <i>These allow your child to access the learning but removes the 'physical writing' element.</i>
Using ICT to support learning.	Use of basic skills apps, including phonics and maths. (Nessy, Hairy phonics, Pop Maths, Find Sums, Multiples.) <i>These allow your child to practise skills in a visual and kinaesthetic way.</i>
Using drama techniques.	Using hot-seating where a child takes on the role of a character. Freeze framing. (Children freeze to portray a still scene.) Physical theatre (Children change the outcome of a scene.) <i>These activities will allow your child to express themselves verbally and work in groups with others.</i>
Using thinking skills.	Using metacognition to explore a situation. Using deeper level thinking without the need to write. High levels of scaffolded independence, interaction and involvement. <i>These activities help your child to make links between their prior learning and different contexts.</i>

Using concrete apparatus.	Using magnetic letters to support with spellings. Practical apparatus to support with maths. (Numicon, 100 squares, multiplication squares, counters.) <i>These will support your child to use visual and kinaesthetic learning to grasp basic concepts.</i>
Using seating for learning and talking partners	Sitting your child to interact with an adult. Sitting your child with supportive peer learners. Careful seating on the carpet to be near the teacher or gain a better view. <i>This will support your child to be engaged and provide opportunities for discussion, having a greater understanding of the learning.</i>

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

We pride ourselves on our positive relationship with our parents as we understand that you know your child best. Opportunities for feedback include:

Opportunity	Details	Frequency
Review meetings	As previously stated.	Every term.
Assessment or observation feedback.	A meeting to discuss feedback from an assessment report or observation, undertaken by the agency or SENCO. Feedback may be given during an extended review meeting.	Dependent on the need.
Parent consultations	If your child's targets directly relate to the classroom, (For example, behaviour, attention, organisation) then these may be discussed during parent consultations.	Every 4 months.
General teacher feedback	If your child's teacher has a specific feedback, e.g. to celebrate success or to discuss any concerns, this will happen in between the above meetings.	Dependent on the needs of your child.
Home-school communication	It may be required to set up a manageable home-school book or chart which may form part of your child's behaviour plan.	Dependent on the needs of your child.

Your child's teacher will always be available to discuss any specific issues at an appropriate time. Please contact them to arrange a mutually convenient time. The best way to contact the teachers is through email. Please send emails for the class teacher's attention to:

enquiries@ling-moor.lincs.sch.uk

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

We carefully track all children's progress across each term through the use of assessment data and observations. If your child is not meeting their age-related expectations, we may use a range of assessment tools to help us pinpoint how best to support them.

- Assessment related to the curriculum delivered.
- Early Learning Goals – for children working within the Early Years Foundation Stage.
- Standardised assessments completed by the Specialist Teacher or Educational Psychologist. These give us areas of strength and development compared to children nationally.
- Assessment for learning – within the classroom, using thumbs up/down, self-assessment against targets, use of talking partners to share ideas.
- Individual targets – through a personalised pupil profile.
- Observation and professional judgement.

These help to identify areas to target and support with advice on how to move the child forward.

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

We frequently use educational visits and residential trips (In Years 2, 4 and Year 6) to enhance the learning in the classroom and make it 'come to life'. We will always include your child on a visit, ensuring any specific needs they have are taken into account with our risk assessment. If you wish to support your child during a visit, please contact your class teacher.

Our breakfast club and after school care is provided by Bubbles Day Nursery, please contact them with any specific issues on 01522 692000 or at www.bubblesdaynursery.com

14. How accessible is the school environment?

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

- Ramp access to one classroom and via the main entrances
- A hygiene suite with toilet and physiotherapy bed
- Access to a range of ICT equipment (including Ipads)

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

We have strong links with our feeder nurseries and to ensure a smooth transition we:

- Visit the nurseries to meet you and your child.
- Receive and use relevant paperwork from the nursery, for example, your child's learning journey and any SEN or medical information.
- Arrange 2 visits before your child starts school, including opportunities for your child to meet some of the children currently in Reception.
- Short visit days.
- Parents meet with the class teacher before their child starts school.
- Meet with key workers at nursery to discuss your child's individual needs.
- Organise 'getting reading for school peep' at the Children's Centre.
- Hold a 'welcome evening' in the summer term before they start, where you will meet your child's class teacher (and others in the Key Stage 1 department), providing information about how the school runs and a chance to visit your child's classroom.
- Meet with agencies already involved with your child, for example Speech and Language therapist to discuss current targets.

Transition between year groups also involves:

- Sharing of information between class teachers. (Including paperwork and advice.)
- Class swap days where your child will meet with their new teacher.
- Parent drop in sessions in the autumn term to meet your child's new teacher.

16. How will school prepare and support my child to transfer to secondary school?

We understand the transfer to secondary school can be a daunting time for everyone and maybe even more so if your child has SEND. We will support you and your child by:

- Organising agency support for transition such as Dyslexia Outreach, Working Together Team.
- Provide information about the needs of your child to their transferring school through face to face meetings, paperwork and emails.
- Complete transition booklets to support your child in becoming familiar with the new routines of the school, for example maps, timetables and photos of key members of staff.
- Organise additional visits to the school.
- Invite the SENCOs from the secondary schools to come to the last review meeting of Year 6.

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

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

- Games for developing memory, spellings or maths.
- Useful websites and apps.
- Strategies for reading, for example reading to your child and then with your child, before they read to you.
- Specific agency advice, such as games and activities, organisational strategies (visual timetables or checklists) and behaviour management strategies to try at home and in the classroom.
- Letters to support referrals to Community Paediatrics.

Parents are always encouraged to support within school through:

- Donating spare time to listen to readers or help with spellings.
- Sharing your own talents, such as art, sports or career advice.
- Sharing your knowledge of your child through review meetings and parent consultations.
- Joining us to celebrate success at talent days, special assemblies, music events, craft afternoons and art exhibitions.

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

Information on **all services** in Lincolnshire for children and young people aged 0-25 with special educational needs and disabilities can be found at www.lincolnshire.gov.uk/sendlocaloffer

Organisation	Telephone	Website/Email
Lincolnshire County Council SEND Team		SENDenquiries@lincolnshire.gov.uk
Lincolnshire Children's Services	01522 782 111	
Liaise Information, Advice and Support Service.	0800 195 1635	www.liaise@lincolnshire.gov.uk
Lincolnshire Parent carer Forum.		www.lincspgf.org.uk
Independent Parental Special education Advice (IPSEA)		www.ipsea.org.uk

PAACT (Autism Support)		paactsupport@hotmail.co.uk
Lincolnshire ADHD Support Group	01522 539939	lincoln.adhd@btconnect.com
EMC Services Equality for Minority Communities	01427 787190	emclincs@lincolnshire.gov.uk
Family Action	01522 69010	lincoln@family-action.org.uk
School Nurse, Fen House, Fen Lane, North Hykeham.	01522 502 010	
Lincolnshire Centre Grief & Loss	01522 546168	
Educational Psychologist helpline for parents	01522 554 673 (Tuesdays 1.30-4.00)	
The Working Together Team. Outreach for ASD.	Helpline Friday morning. 07881 646 220 07881 628 446	http://website.twtt.org.uk/
North Hykeham Children's Centre	01522 694093	www.lincolnshire.gov.uk/OrganisationDetails.aspx?orgcode=1009368 lynda.whitton@lincolnshire.gov.uk

The Lincolnshire County Council Local Offer can be found at:

www.lincolnshire.gov.uk/sendlocaloffer

This contains information regarding the SEN provision across the county.

19. Who can I contact for further information?

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

- Your child's class teacher as first point of contact
- Shamaine Elms (SENCo)

selms@prioryacademies.co.uk