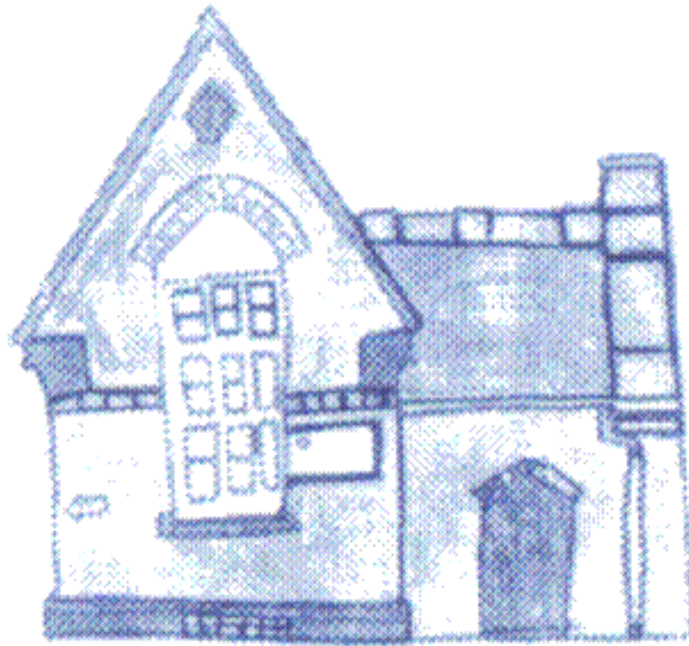


Corringham CE Primary School

SEN Information Booklet



**CORRINGHAM**

Head teacher: Mrs E Watt Jones

SENDCO: Mrs A Jones

1. What should I do if I think my child has special educational needs?

The first point of call if you have any concerns about your child should be the class teacher. They will have the best knowledge of your child as they work closely with them on a day to day basis.

Together, with the class teacher, you will decide on a plan of action.

The Special Needs Co-ordinator (SENCO) will be informed and if appropriate, your child will be placed on the Special Needs register. This register is to enable us to monitor your child's needs and progress more closely and helps us prioritise where help and support is needed. It is not shared with other parents.

Targets may be put together and outside agency support may be requested if necessary.

2. How will the school respond to my concern?

Firstly, you and the class teacher should discuss any initial concerns. The SENCO can be at this meeting if necessary.

An Individual Education Plan (IEP) will be drawn up detailing small, achievable, next step targets and outside agency help can be requested if appropriate.

The IEP is shared with all adults supporting the child. It will be reviewed regularly in class and formally 3 times per year, with the parents, class teacher and SENCO, taking into account the child's own views.

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

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

- ❖ Monitoring data
- ❖ Adult observations over a period of time (by class teacher, teaching assistants, SENDCO, midday supervisor)
- ❖ Pupil discussions - do they find something challenging? (this could be academic; communication; social, emotional or behavioural; physical)
- ❖ Parent discussions (as detailed above)

### 4. What will the school do to support my child?

This will vary greatly depending on the amount and type of support your child needs. Ultimately, your child's targets will be set and their progress monitored by the class teacher, however they may receive support from teaching assistants, other teachers or agency support workers (see below for more details).

The process of providing support is:

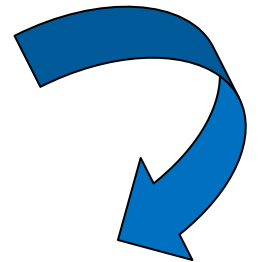
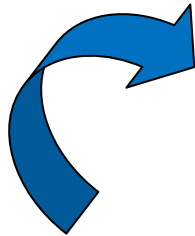
#### Assess

This may be informally such as,

- ❖ Observations by the class teacher, TA or an external agency
- ❖ Monitoring achievement/progress in lessons

Or through more formal data collection from

- ❖ Guided reading
- ❖ Unaided writing
- ❖ Maths assessments



#### Review

Parents will be invited in for reviews meetings. Targets will be set at the review meeting and monitored by the class teacher in between, so please feel free to contact your class teacher at any time.

The review meetings will:

- ❖ Evaluate progress against the targets.
- ❖ Discuss the effectiveness of the current strategies.
- ❖ Plan the next steps -

Is further support still required?

Do we need to increase intervention?

Do we need to involve agency support?

What are our next steps?



#### Do

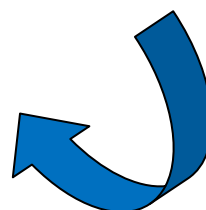
The school will use a range of different strategies to help your child to achieve their targets. This intervention could include:

- ❖ In class support - additional adults to support with following instructions, completing tasks.
- ❖ Small group - may be inside or outside of the class, useful in developing working relationships.
- ❖ 1:1 support - may be in class or outside may be used for more individualised targets, reading, spelling, etc.
- ❖ Agency support - usually done in a small group with a specialist.

#### Plan

Smart targets are created using information collected in the ASSESS part. These could be using National Curriculum levels or PIVATs (P Scale - pre national curriculum). Targets could include:

- ❖ Speaking (pronunciation, understanding and using vocabulary)
- ❖ Listening (understanding and following instructions)
- ❖ Reading (decoding, comprehension, inference)
- ❖ Writing (sentence construction, punctuation, use of vocabulary)
- ❖ Maths (number recognition, counting, basic number facts)
- ❖ Interacting and working with others (working in groups)
- ❖ Independence and Organisation (working with limited adult support)
- ❖ Attention (focusing on a task)



The intervention is monitored and managed by the SENDCO through the provision map. The map includes information about:

- ❖ Group and 1:1 support for learning, personal and social and emotional development and physical development (including fine and gross motor skills).
- ❖ External agency support.
- ❖ How often the intervention takes place and for how long.
- ❖ Data to track the effectiveness of the intervention

The intervention map is updated during the assessment period to reflect changes in a child's achievement and needs.

Many children receive small group and 1:1 intervention such as; phonics, reading and spelling of key words, number recognition, basic number facts, punctuation, handwriting, times table facts, meet and greet sessions, physiotherapy and speech therapy programmes.

In addition to these individually tailored programmes the school also runs small group intervention based on the following programmes.

Cognition and Learning	Language and Communication	Personal, social and mental health	Physical need
Precision Teaching Toe by Toe Word Wasp Read, Write, Inc The Lost Treasure of Caroo Maths Magic Wolf Hill Comprehension Booster sessions with qualified teacher Alphabet Arc Scribe for children	First Call Talk Time Socially Speaking	Social Scripts Social skills group Counselling (Think 2 Speak)	First Move

## 5. Who will support my child in school?

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

Who?	How and why?
Class Teacher	They will set targets based on your child's needs. They are responsible for ensuring that intervention is provided and that its effectiveness is monitored.
SENDCO (Anja Jones)	The SENDCO will support with effective target setting. The SENDCO monitors the effectiveness of intervention through the provision map and IEP's. The SENDCO will make referrals (when required) to external agencies. The SENDCO will lead meetings and complete relevant paperwork.
Teaching Assistants	Teaching assistants provide support in small groups or 1:1 within or outside of the classroom as required. They will work, as directed by the class teacher, to support the targets set on the IEP. They may also provide additional support such as; scribing, handwriting practice, extra reading practice, spelling support, maths support.
Midday Supervisors	They will monitor and support the personal, social and emotional needs of your child through playground games, initiating play, helping to form friendship groups. They will work as directed by the class teacher to support any relevant targets.
Administration Team	Keeping central records up to date as directed by the SENDCO.
Additional external agency support	This service is 'as required'. It will not be applicable for all children. They complete observations or assessments to support identification of needs and suggest strategies for supporting your child. They can support with target setting. They are involved with review processes and deciding next steps.
SEND Governor (Katie Nelson)	They are responsible for overseeing the provision for SEN.

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

Within school individual staff have been trained in the following:

- Child protection, Early Help Assessment/Team around the child
- National SENCO Award (masters level)
- Talk Time
- Beacon Club
- Bereavement counselling
- Helping children who are anxious or obsessional
- RELATE counselling
- Makaton
- ELKLAN/Portage/Growing Talk/Early Language practitioner
- LEGO therapy

All staff have received regular and updated training for the following;

- ❖ Safeguarding
- ❖ Team Teach (positive handling)
- ❖ First Aid, including paediatric first aid
- ❖ Autism Awareness
- ❖ Precision teaching
- ❖ Dyslexia Friendly Classrooms
- ❖ E-Safety training
- ❖ Epi-pen training
- ❖ ADHD

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

We have contact with a range of external specialist agencies to support your child if required.

Agency	Time in school	Support Available	Age of children
Specialist Teaching Service (STT)	60 hours over the year	Observations of children in school settings, advice and strategies to support child's needs. Target setting advice and support. Assessment of child's strengths and difficulties, identification of helpful ways of learning for individual children.	Year 1 upwards
B.O.S.S	As required	Observations of children in school settings, advice and strategies to support child's needs. Target setting advice and support.	All ages
Educational Psychologist	As required through drop in clinics	Observations of children in school settings, advice and strategies to support child's needs. Target setting advice and support. Assessment of child's strengths and difficulties, identification of helpful ways of supporting individual children.	All ages
S.A.L.T	As required	Assessment of speech, language and communication difficulties, direct teaching and /or setting of programmes. Advice and support as appropriate.	All ages
Working Together Team (WTT)	As required	Observations of children in school settings, advice and strategies to support child's needs. Target setting, advice and support.	All ages

Referrals can also be made to:

- ❖ Paediatrician (subject to an 18 week waiting time)
- ❖ Family Support Worker (to support with issues impacting your child and family)
- ❖ Child and Adolescent Mental Health Service (CAMHs)
- ❖ Education Welfare Service

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

Pastoral and social support

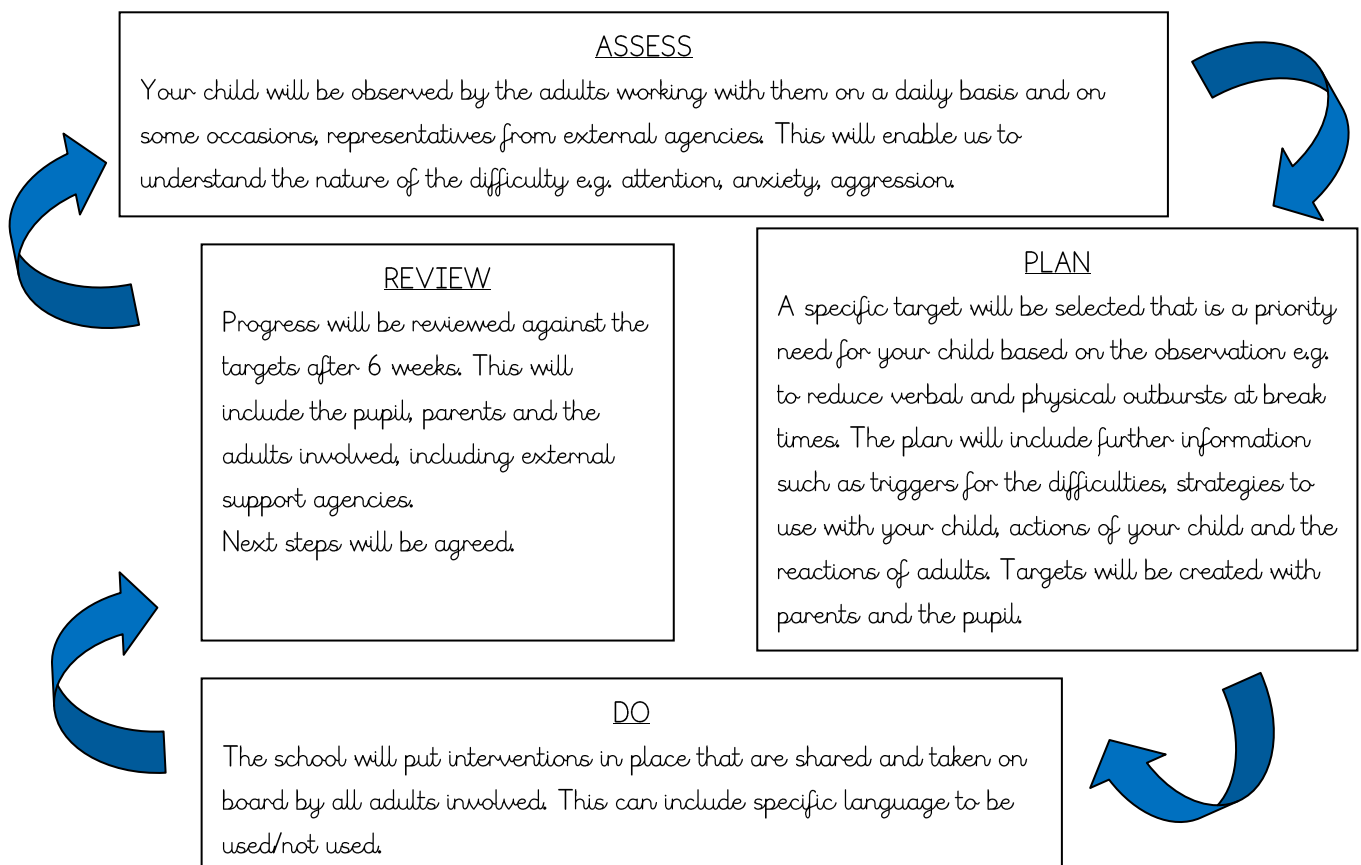
- ❖ Teachers, teaching assistants and midday supervisors build up strong relationships with children to support their emotional needs.
- ❖ All incidents are communicated to the relevant members of staff and recorded as appropriate on incident forms.
- ❖ All child protection issues will be reported to Esther Watt Jones (Head Teacher), Anja Jones (SENDCO) or Lesley Burnett.
- ❖ 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 are planned for appropriately across the school. The content of this will vary dependent on the needs of the children. Stories, circle time social stories, small group SEAL, and sharing experiences form a central part of the work.
- ❖ Circle time and or SEAL sessions happen 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 your class teacher in the first instance who will inform the SENDCO, so that 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.
- ❖ Should your child suffer from allergies and requires inhalers or an epipen these will be kept in your child's classroom in a red labelled bag and carried by staff when visits off the school site are made. All staff have regularly updated training in the use of this equipment.

### Support for behaviour (including attendance and exclusion)

If your child has specific difficulties regarding behaviour they may have a behaviour plan. This will follow the ASSESS, PLAN, DO, REVIEW process.



- ❖ If behaviour issues continue despite intervention, a multi-agency meeting (including all agencies and adults involved) may be arranged to discuss the next steps to avoid exclusion.
- ❖ If concerns arise regarding your child's attendance, an Education Welfare Officer may be asked to become involved.
- ❖ Children who have excellent attendance and/or behaviour are rewarded with stickers and certificates in our Celebration Assembly.



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

Review meetings	Your child will be asked for their thoughts regarding their progress towards their targets, what strategies have worked well and what they feel they made need support with next.
Continuity of staff	Where possible, your child will be supported by the same adults over the course of a week so they can develop an effective relationship.
Ongoing recording of views	Your child's views will be recorded throughout the interventions to judge their engagement and progress. This will inform future planning.
Use of social scripts/stories	These are written specifically for individual children to help them understand how to manage their emotions or behaviours in a certain situation e.g. anxieties about coming to school, acceptable behaviour in the playground.

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

If your child has been identified with a special educational need they will often require reasonable adjustments to be made to the curriculum and may need support which is 'additional to' and 'different from' the rest of the class. This does not mean that your child will be taught outside of the classroom or that they will not access the same provision as the other children, it means that the staff in school will provide a range of different strategies, equipment and support in order that your child can learn in a way that is best suited to their needs.

We provide this in many different ways including the use of:

<b>ICT to present work</b> Hand held technology and laptops used for recording work, speech bubbles, still/video cameras.	<b>ICT to support learning</b> Basic skills apps, phonics, maths, touch typing skills, memory skills.	<b>Drama Techniques</b> Hot seating, freeze framing, conscience corridor.	<b>Bespoke Curriculum</b> Providing activities and resources specific to your child's needs. This will still follow the theme of learning within the classroom.
<b>Concrete Apparatus</b> Practical resources e.g. maths counters, cubes, numicon, magnetic letters for spelling.	<b>Talk Partners</b> Sharing ideas, peer learning and assessment.	<b>Visual Aids</b> Visual timetables, displays, working walls and word mats.	<b>Seating Plans</b> Ensuring careful positioning on the carpet and at tables to provide effective adult support.
<b>Different Groupings</b> Opportunity to work in groups with others of the same or differing abilities depending on subject.	<b>School Council</b> Opportunity to represent the class and contribute ideas which will improve school life.	<b>Pre and over learning</b> Opportunity to learn key points or vocabulary before and after the lesson.	<b>Topic based learning</b> Opportunity to learn in a meaningful context and connect learning together.

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

At Corringham School we pride ourselves on our positive relationships with our parents as we understand that you know your child best. Opportunities for feedback on your child's achievement include:

Opportunity	Details	Frequency
Agency Feedback	Dependent on the needs of the child.	When assessments have been completed, feedback will be arranged.
Parent consultations	If your child's targets directly relate to the classroom e.g. behaviour, attention, organisation then these may be discussed during parent consultations.	Twice a year - November and March
General teacher feedback	If your child's teacher has a specific feedback they wish to pass on to you e.g. to celebrate success or to discuss concerns, then this will happen in between the above meetings as and when needed.  It may be done in person or over the phone.	Dependent on needs of your child.
Home-school communication	It may be required to set up a <b>manageable</b> home-school book or chart which may form part of your child's behaviour plan.	Dependent on needs of your child.

At Corringham we have an open door policy. Your child's teacher will always make themselves available to discuss any specific issues at an appropriate time. Please contact the school to arrange a mutually convenient time. You can contact the school through email using this address [catherine.hammerton@corringham.lincs.sch.uk](mailto:catherine.hammerton@corringham.lincs.sch.uk) or by phone (01427) 838270.

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

We carefully track all of our children's progress across each term through the use of data and 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 including:

- ❖ National curriculum
- ❖ P Scales (PIVATs) - steps before the National Curriculum for children in Year 1 and above
- ❖ Early Learning Goals - for children working within the Foundation Stage
- ❖ Reading and spelling age assessments
- ❖ Standardised assessments (completed by Specialist Teacher and Educational Psychologist) - gives us a clearer picture of areas of strength and development against 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 plan

These help us to identify areas to target and support with advice on how to move your child forward. If it is felt your child is struggling to progress at an expected rate for them it may be necessary to move forward to formalise their needs through applying for an 'Education Health Care Plan'. This is a document that school have to legally follow. These will bring together the education, medical and social care needs (as appropriate) of your child.

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

We frequently use educational visits and residential trips (in Year 2/3 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. Dependent on the needs of your child, you may be asked to support them on an educational visit.

All children have an equal right to attend our extra-curricular clubs (from Year 1).

## 14. How accessible is the school environment?

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

- ❖ Ground floor classrooms
- ❖ Disabled toilet
- ❖ Ramp access to playground and field

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

Our partnerships with parents and children are very strong and are built up over the school year.

- ❖ In September we attend the 'Meet The Teachers' event held in Gainsborough. This is our first opportunity to meet potential newcomers and for parents to ask questions and find out more about Corringham Primary School.
- ❖ Visits and tours of the school are available with the head teacher at a convenient time for you and your family.
- ❖ Parents and children are invited to events happening over the course of the school year e.g. coffee mornings, Christmas fair and Summer fair.
- ❖ The class teacher will visit your child's nursery to meet them and discuss their achievements with their key worker.
- ❖ Children who gain a place at Corringham School will be able to attend approximately 5 transition visits to get them ready for their new environment, new teachers and new friends.
- ❖ Teachers receive and use relevant paperwork from the nursery e.g. your child's learning journey, any SEN or medical information.
- ❖ We hold a welcome meeting where you can get information about how the school runs, the order of the day, another chance to visit the classroom, order uniform, discuss hot school meals and ask ANY question you have.
- ❖ Teachers meet with agencies already involved with your child e.g. speech and language therapists to discuss their targets and next steps.

We also support children in transition between year groups through:

- ❖ Sharing of information between class teachers (including paperwork, successful strategies)
- ❖ Transition days where your child will meet 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 additional needs. We will support you and your child by:

- ❖ Organising agency support for transition, e.g. Educational Psychologist, TWTT, BOSS
- ❖ Provide information about the needs of your child to their transferring school through face to face meetings, paperwork, emails etc
- ❖ Complete transition booklets to support your child in becoming familiar with the new routines of the school, e.g. maps, timetables, photos of key members of staff
- ❖ Organise additional visits to the school
- ❖ Invite the SENCo's 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 advice on:

- ❖ Games for developing memory, spellings, maths
- ❖ Useful websites and apps
- ❖ Strategies for reading, e.g. reading to your child, with your child, before they read to you
- ❖ Specific agency advice - this could be games, organisational strategies (e.g. visual timetables), behaviour management strategies
- ❖ Letters to support referrals to Paediatricians

Parents are always encouraged to support within school through:

- ❖ Donating spare time, e.g. to listen to readers, check spellings
- ❖ Share your own talents, e.g. art, sports, musical instruments
- ❖ Share your knowledge of your child, e.g. through review meetings, parent consultations
- ❖ Joining us to celebrate success, e.g. talent days, music events, craft afternoons, art exhibitions

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

Useful organisations include:

Organisation	Telephone	Website/Email
Lincolnshire County Council Support and Aspirations	01522 782030	<a href="http://www.lincolnshire.gov.uk/parents/support-and-aspiration/">http://www.lincolnshire.gov.uk/parents/support-and-aspiration/</a>
Lincolnshire Children's Services	01522 554673	
Parent Partnership	01522 553351	<a href="http://www.lincolnshireparentpartnership.org.uk">www.lincolnshireparentpartnership.org.uk</a>
Parentline Plus	0808 800 2222	<a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a>
PAACT (Autism Support)		<a href="mailto:paactsupport@hotmail.co.uk">paactsupport@hotmail.co.uk</a>
Lincolnshire ADHD Support Group	01522 539939	<a href="mailto:lincolnadhd@btconnect.com">lincolnadhd@btconnect.com</a>
EMC Services Equality for Minority Communities	01427 787190	<a href="mailto:emc_lincs@lincolnshire.gov.uk">emc_lincs@lincolnshire.gov.uk</a>
Family Action	01522 690101	<a href="mailto:lincoln@family-action.org.uk">lincoln@family-action.org.uk</a>
Lincolnshire Centre Grief and Loss	01522 546168	
Children's Centres - Gainsborough Market Arcade Gainsborough North Marsh Hemswell Sturton by Stow		<a href="mailto:gainsboroughcc@lincolnshire.gov.uk">gainsboroughcc@lincolnshire.gov.uk</a>

The Lincolnshire County Council Local Offer can be found at:

<http://www.lincolnshire.gov.uk/parents/support-and-aspiration/>

This contains information regarding 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

❖ Anja Jones (SENCo) phone - 01427 838270

email - [enquiries@corringham.lincs.sch.uk](mailto:enquiries@corringham.lincs.sch.uk)

(please mark as FAO A Jones in subject line)

