



"Valuing individuals through high expectations."

AIM

To provide a supportive environment to develop well-balanced individuals who are enthusiastic and confident learners willing to make a positive contribution to society.

ETHOS STATEMENT

"Recognising its historic foundation, the School will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level. The School aims to serve its community, by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils"

<p>What should I do if I think my child has special educational needs?</p>	<p>The best person to speak to is your class teacher. They will have most contact with your child on a daily basis. If you have particular concerns, the teacher and assistants who work with your child will be able to carry out their own observations or may be able to explain what they have already noticed. If the teacher feels that your child needs further help, they can talk with the Special Educational Needs Co-ordinator (SENCo) and the Headteacher. You may also talk with the SENCo or Headteacher yourself.</p>
<p>Who are the staff that I may need to talk to?</p>	<ul style="list-style-type: none"> • Mrs Copsey - Interim Headteacher • Mrs Walls- Class Teacher, Reception, and Years 1 & 2 • Mr Kilcoyne- Class teacher Years 3&4/ Years 5 & 6 (afternoon). SENCo • Mrs Fielden- Class teacher Years 5 & 6 (morning only) • Mrs Crampton, Mrs Dixon, Mrs Rayner- Teaching Assistants • Mrs Kettle, Mrs Fitzgerald, Mrs Boyd- Volunteer helpers
<p>Where can I find the SEND policy?</p>	<p>www.leadenhamprimaryschool.co.uk/policies-governors or ask at the school office.</p>
<p>How will the school respond to my concern?</p>	<p>The staff at school will take time to talk to you about your concerns. You will always be able to speak briefly first thing in the morning, but you can make appointments for longer meetings after school if necessary. Each child has a home-school diary for messages between parents and teachers. If you have a concern about your child, staff will investigate. They will arrange to talk with you again after a reasonable amount of time about what they have noticed. If staff are concerned about your child, they will explain clearly the cause of the concern and what they have already tried.</p>

<p>How will the school decide if my child needs extra support?</p>	<p>The teacher will discuss any concerns that can't be sorted out in class with the SENCo or the Headteacher. Sometimes we may be able to organise some extra help for your child within the school day- for example booster work in small groups or a volunteer helping in a lesson. If we don't think this will help your child, we can carry out some assessments and observations ourselves within school, depending on what we think might be causing the concern. We will talk with your child and find out what they think about how they are doing. We will keep parents informed as we go along.</p>
<p>What will the school do to support my child?</p>	<p>We will look at the areas of the curriculum where we think your child needs support. We will plan where we can use our assistants to best effect, and whether your child needs support on an individual basis, in a small group, or within the whole class. We will use a cycle of activities:</p> <ul style="list-style-type: none"> • Assess: We will identify what your child needs; • Plan: We will work out how we can address those needs; • Do: We will carry out the teaching that we have planned; • Review: We will decide whether the teaching has been successful. <p>We will then start the cycle again if necessary. This cycle will be monitored at least once each term, and more regularly if necessary.</p>
<p>What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?</p>	<p>Consultation with parents/guardians is achieved through:</p> <ul style="list-style-type: none"> • Home School diaries • Regular opportunities for meetings with the class staff to discuss Support Plans and pupil progress • SEN Support reviews - at least twice a year. The views of parents and pupils are included. • Twice-yearly parents evening • Multi-agency meetings held on site or elsewhere. • Annual Stakeholder Questionnaires (Pupil/Parent/Staff) • Annual reports to parents

Who might support my child in school?

We may support your child in a number of different ways.

Your child may work with the class teacher or another adult if we think that will help them best. They may work with an adult with a small group of children who need additional help. We may use a teaching assistant in school or a volunteer helper. Children may sometimes provide peer support- a more able child may help another one for a particular task.

Other services that are available within the school include:

- By Health
 - Nursing Team
 - Speech and Language Therapy and Occupational Therapy and Physiotherapy
- By Advisory Teams
 - Educational Psychology Team
 - Specialist Teaching Team
 - Teaching and Learning Centre
 - Ethnic Minority and Traveller Education Team (EMTET)
- Social Services
 - Family Support Workers
- Equipment
 - Wheelchair accessible toilet facilities
- Out of school activities
 - After School Clubs

How accessible is the school environment and curriculum?

Our pupils are all provided with learning pathways such as:

- Curriculum
 - Differentiated curriculum throughout the school
 - Very small groups for literacy and numeracy enable pupils to develop reading, writing, communication and maths skills
 - Daily targeted phonics teaching
 - Special programmes for supporting pupils to 'close the gap' in specific learning areas: Nussy, Toe-by-Toe, Thrass, 'Catch the bus'
 - Enrichment activities includes: theatre trips, science links with Carre's Grammar School, FairTrade activities, music specialists and supported sporting activities through Carre's Grammar School Sports Outreach.
 - Visit to London for Year 6, Church School Festivals
- Physical Education

A large number of sports are offered which engage and include pupils with a variety of special needs, such as swimming, yoga, BikeWise, sports competitions with other schools, archery, athletics, Tag rugby / Football/ Netball, rounders, dance, Boccia and playground board games
- Building
 - Disabled toilet, ICT suite, meeting rooms
 - Library containing books, story-sacks and newspapers
 - A fantastic site with an abundance of learning opportunities including a pond, woodland area and school garden

How can ICT help?	<ul style="list-style-type: none">• We use ICT Technology such as ipads and computers with specialist programmes to help support our pupils:<ul style="list-style-type: none">○ Communication apps for pupils with specific speech and language needs○ Nessy○ Education City○ Phonics Play○ Tapestry○ Laptops and ipads for pupils' curriculum use.○ Background○ Displays can be modified on screens when necessary.
What additional learning support is available?	<p>The appropriate staffing to pupil ratios enables the engagement and access for pupils of whatever need to progress in their learning. This can be curriculum or life skills. Other professionals also provide advice and guidance to support this personalised learning including:</p> <ul style="list-style-type: none">• One-to-one and small-group teaching assistants• Specialist Teaching Team• Educational Psychology Team• One-to-one and small group booster sessions by class teachers for 11+ practice and end of KS2 assessments• Music specialists• Sports partnership specialist coaches.

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

Mr Kilcoyne has a Personal, Social and Health Education (PSHE) Accreditation Certificate. All classes have lessons in PSHE. Circle Time is used regularly and the children recognise it as a time to share feelings and deal with emotional problems that they may be facing. Children are encouraged to talk about how they feel and how the actions of others may affect them. Incidences of bullying are treated seriously and those involved are given time and support to sort out the problems which have been created.

Some children do have problems with behaviour, both inside and outside the classroom. When necessary, teachers will work with parents to introduce a positive behaviour plan which identifies and rewards the desired ways of behaving. Like all plans, these are for a set amount of time. The Assess-Plan-Do-Review cycle mentioned above is used again. We use a variety of positive measures to encourage good behaviour, including house points and weekly and termly treats.

Achievement and success is regularly celebrated in the form of certificates and medals awarded at a weekly Headteacher's Praise Assembly.

All staff have been trained in the correct use of Team-Teach, a method of positive handling for children with extreme behaviour problems. This is not often needed, but it is reassuring to know that it can be used if necessary.

Medicines for specific children may be kept securely at school when necessary. Assistants will administer these medicines when requested, but will always have another member of staff witness this. We need to have explicit permission from a parent before we can give medicines. Please talk to your class teacher if you might need us to do this.

Appropriate curriculum and provision underpins the social and emotional wellbeing of the pupils

School graded as 'outstanding' by Ofsted on behaviour and safety – July 2012

School graded as 'outstanding' overall during Section 48 Church School inspection - September 2012.

<p>How does the school know how well my child is doing?</p>	<p>Assessment is relevant and rigorous. Pupils are assessed in all subjects using P Levels (if required) and National Curriculum Levels. Tracking and monitoring is done termly to check that all pupils are making progress. Pupil Progress Meetings are held, and work and planning is monitored and moderated within school and with other local schools. Teachers and the SENCo review Support Plans termly with parents and pupils.</p> <p>Children take tests in Phonics at the end of Year 1. They also take publicly reported and moderated tests in Reading, Writing and Mathematics at the end of Years 2 and 6.</p> <p>If your child needs extra help during these tests, teachers may apply to provide specific forms of assistance or extra time. If your child is working below the level of the tests, teachers are allowed to make their own assessments.</p>
<p>How can my child get involved in extra-curricular activities?</p>	<p>As indicated above, enrichment activities are wide and varied. The community is used as an environment to learn in. After School clubs run 3:30 – 4:30 pm most days as well as lunchtime clubs. All classes are represented on the School Council which meets at least every half term. Junior pupils are also represented on the FairTrade Committee, as Junior Road Safety Officers and on the Eco-Committee.</p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>If your child has medical needs, we will take account of those during our risk assessment for activities outside the classroom. We will take the appropriate medication and make sure that the destination and activity are accessible for those with specific needs. We will also make sure we have enough adult support for the journey and for when we have arrived.</p> <p>If your child has particular needs, it may be that it is most sensible for you to join us for an activity or visit. If that is the case, we will ask you to come and talk to us at the planning stage and help us to make sure we get it right for your child.</p>

<p>What training and experience do staff have for the additional support my child needs?</p>	<p>Mr Kilcoyne holds a National Award for Special Needs Co-ordination. This is a qualification that all SENCOs in England and Wales need to have.</p> <p>All staff are experienced teachers or teaching assistants and have worked with a wide range of children with special needs. Staff meetings/directed time are used at least in part to ensure that staff are well trained.</p> <p>Staff have regular training around the areas of teaching students with special needs</p> <p>Staff have regular training around the areas of Child Protection and Safeguarding.</p> <p>Staff training is monitored by the Headteacher. Priorities are the School Improvement Plan and also relates to the needs of teachers and teaching assistants following appraisal. These appraisals take place twice each year.</p>
<p>How will the school prepare and support my child to join the school?</p>	<p>Many children at Little Acorns Pre-School already have brothers and sisters in the school. They are very familiar with the school building and routines by the time they join the Reception class. Mrs Walls will also visit other local pre-schools to meet children who are getting ready to join us.</p> <p>Families with children of all ages are encouraged to visit us to meet staff and pupils beforehand, to purchase uniform and supplies and to familiarise themselves with the layout and routines of the school. If you know or are concerned that your child has special needs before they start with us, we would welcome the chance to talk through this so we are ready for their arrival.</p>
<p>How can I be involved in supporting my child?</p>	<p>We will be very happy to involve you in supporting your child. We would like you to discuss their homework each week. Your child will be given homework which is tailored to their own ability. We do feel they will do it better if an adult is able to help them. We would also like you to help with other specific tasks such as spellings or times tables which are sent home each week. Some children with special needs may have particular learning programmes sent home, such as Toe-by-Toe. This is designed to be done for a short time each day both at home and in school. If we think this is appropriate, we will work alongside you to start with to make sure you are confident with using it. All pupils will benefit from daily reading at home. If we would like</p>

	<p>you to help in other ways, we will ask. If you think that you would like to provide more help at school or at home, please come and talk to us.</p>
<p>How will the school prepare and support my child to transfer to a new setting/school/college?</p>	<p>Towards the end of Year 5 and at the beginning of Year 6, children are often invited to visit local secondary schools for taster days. This can be an anxious time for many children, and those with special needs can find it even more so. In the past we have made arrangements to send a member of staff with children in this situation, or we have made special provision by introducing a mentor at the secondary school. If this is likely to be a problem for your child, please talk to us beforehand so that we can provide some appropriate support. By the time your child has reached the end of Year 6, they will have a place at a secondary school. A teacher from your child's chosen secondary school will arrange to visit us and meet your child and any other children going to the same school. If you would like to meet that teacher at the same time, that can be arranged. For children with special needs, a more formal handover meeting will be arranged between our SENCo and the SENCo at the receiving school. You and your child will be invited to this meeting, together with staff from any other agencies who may be involved. If your child has an SEN Support Plan, this will be discussed and all relevant paperwork and contacts will be passed on the secondary SENCo to make the transition as seamless as possible. All children will be involved in lessons which get them ready for transition, including discussion of common worries which get passed on to each new year group.</p>
<p>How can I access support for myself and my family?</p>	<p>Please talk to us in school. You can also find extra help at children's centres, and health centres and surgeries. This website provides access to all services which are available in Lincolnshire for families which may have children with special needs. www.lincolnshire.gov.uk/SENDlocaloffer</p>
<p>Who can I contact for further information?</p>	<p>Please talk to any member of school staff. Any referral for specialist help will be done through the SENCO, Mr Kilcoyne. The website www.lincolnshire.gov.uk/SENDlocaloffer will give lots of guidance about any aspect of special educational needs.</p>