



Supporting your Child's Learning



Passionate about learning.

Proud to shine.

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

1. Contact your child's class teacher (or any other staff member).
2. Working together, we will decide on the next steps.
3. Depending on the plan of action, the class teacher may speak to other staff such as the Inclusion Leader (or SENCo).
4. The agreed action plan will be put into writing, and you will have a copy of this.

How will the school respond to my concerns?

1. The school will listen to the concerns you have and, together, we will decide the steps that we need to take.
2. Discussions with other staff (or sometimes outside professionals) may also take place. This is so that we make sure we are taking the best steps for your child.
3. Your child will understand the next 'steps to success' that they need to take. The class teacher will share these with them in a way that they understand.
4. Each day, staff in school will use a variety of ways to support your child on their journey towards their goals.
5. We will meet together with you to review your child's progress and agree the new steps to success. This will be at least three times each year.

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

Decisions could be made in a number of different ways. This may include:

- Discussions with the class teacher about any barriers to progress;
- Discussions with your child about things they are finding tricky;
- Discussions with you when we review your child's steps to success;
- Observations over a period of time by adults working with your child.

What will school do to support my child?

Firstly, we will agree the next steps to success your child needs to take. Then the class teacher will support them in achieving these goals. The class teacher will also track the progress they are making and may work in partnership with other staff to support your child's learning journey.

1. At the PLANNING stage, we will gather information to help us decide the next steps for your child. We will then work together with you to draw up an action plan. This will include what we want your child to achieve, how they will be supported to achieve this and how we will know when they have.
2. At the DOING stage, we will use a range of different ways to help your child achieve their next steps to success. This might include:
 - a. Additional support from the class teacher or other adults to help with following instructions or completing tasks;
 - b. Working alongside others as part of a small group;
 - c. Support with ideas of games etc. to play at home;
 - d. The use of 'aids' to support learning, including those on computers or iPads.
3. The REVIEWING stage is an on-going process. Where further or different support may be needed, this can be put in place immediately. Parents will be invited to attend a review meeting each term, but please feel free to contact your child's class teacher at any time. At the review meeting we will discuss the support that has been in place and how this has enabled your child to achieve their next steps to success. We will plan together what the next steps need to be and the cycle will begin again. Sometimes the review will show that the additional support for your child is no longer required and the standard ways of tracking everyone's progress are then followed. Parents are always able to discuss further concerns at a later point.

The Inclusion Leader and Headteacher coordinate all these plans through our 'Provision Plan'. This plan is updated every half-term (6 times a year). It summarises the different types of support that might be available to help your child in making their next steps to success.

Who will support my child in school?

There may be many people involved in providing support for you child. These might include:

- 1. Your child's class teacher:** They will meet with you to plan the next steps you child needs to take. They will support them on a daily basis in the classroom by making sure that they are able to complete their learning activities.
- 2. Our Inclusion Leader (Mrs Thornton):** She may help you and the class teacher in thinking about the next step to success. She will work with the Leadership Team to plan the types of support that will be best for your child and others with additional needs in the school. She might work in partnership with other professionals to seek further advice. She sometimes attends meetings when we review how your child is getting on.
- 3. Teaching Assistants or other adults in school:** These are other people in school who know your child and the steps they need to take. They might help in the classroom, with smaller groups or sometimes just with your child for part of the day or week. Sometimes they may simply be there to keep an eye on your child and how they are getting on at a lunchtime or playtime for example.
- 4. Outside professionals:** These people work in partnership with the staff in school to suggest ways to support your child (See later for details). Sometimes they may spend a little time in school looking at how your child gets along in class. They may also meet with you to discuss any concerns you have.
- 5. Our Inclusion Governor (Mrs Turpin):** She will not need to know the individual details of your child's difficulties, but oversee all the types of support that are in place and how these are helping your child and others with additional needs in the school. She can be contacted via our Clerk to Governors (Mrs Langley) on clerk.governors@st-lawrence.lincs.sch.uk or on 01522 682689.

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

Mrs M Watson Headteacher	Child Protection
Mrs H Taylor Assistant Headteacher	Child Protection
Mrs S Thornton Inclusion Leader	National SENCo Award (Masters level)
Mrs S Imbornone Senior Teacher	Paediatric first aid
Ms D Washington Teaching Assistant	Counselling Drawing and Talking therapy
Miss K Fillingham Teaching Assistant	ELKLAN Speech and Language
Mrs A. Espin Teaching Assistant	Paediatric first aid Drawing and Talking therapy
Miss L Christopher Teaching Assistant	Paediatric first aid ELKLAN Speech and Language
Mrs D. Ogden Teaching Assistant	Paediatric first aid

Who else might be involved in supporting my child?

- A referral to the **Educational Psychologist Service** can be made by the school. They have a dedicated help phone contact for the school to also support this. They may also help with training school staff, and work with all ages.
- Professionals from the **Speech and Language** service may also work with us over the course of the year. They sometimes work alongside identified children but also help with planning and problem solving. They help with training school staff, and work with all ages.
- Staff from the **Sensory Impairment** team spend time with us over the course of the year and help with planning and problem solving as well as working with identified children. They also help with training school staff, and work with all ages.
- Professionals from the **Physiotherapy Team** may spend some time with us reviewing the progress identified children are making. They help with planning and problem solving, and help train our own staff.
- A referral to the **Behavioural Outreach Support Service (BOSS)** can be made by the school. They sometimes work alongside identified children but also help with planning and problem solving. They help with training school staff, and work with all ages.
- A referral can be made to the **Working Together Team** (Autism Outreach). They sometimes work alongside identified children but also help with planning and problem solving. They help with training school staff, and work with all ages.

What support will there be for my child's emotional and social wellbeing?

Our school is an inclusive school and may offer the following range of provision to support children with additional needs:

1. Pastoral and Social Support:

- All members of staff build strong relationships with the children to support their emotional needs.
- We run a range of activities to support children during unstructured times.
- School Prefects and Young Sports Leaders support and encourage game playing and positive social interaction.
- Some staff employed with a specific focus on Sports Development to support children during unstructured times.

- School rules including rewards and sanctions are used consistently to support children's behaviour.
- Weekly Celebration of achievements involving all children.
- Where appropriate, additional intervention (individual or small groups) will be organised to help your child's emotional and social development.

2. Medical needs:

- Strategies for the use of personal medications.
- Individual protocols (health care plans) for children with significant medical needs and allergies.
- Where appropriate specific staff training given to meet particular needs.
- Provision of aids and resources to support learning.
- Paediatric first aiders and general first aiders.

3. Support for behaviour

- If your child has specific difficulties regarding behaviour, they may have a behaviour plan. This will follow the 'plan', 'do', 'review' cycle as mentioned previously.
- When the plan is not working in improving behaviour, it may be necessary to hold a meeting with all the adults and agencies involved in supporting your child. The purpose of these meetings is to agree the next steps needed to avoid exclusion from school, for example.

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 the progress they are making with their next steps, what things have worked well and what they feel they may need support with next. Sometimes children will attend part of the review meeting if this is appropriate.

Continuity of staff

As much as possible, your child will be supported by the same range of adults so they can develop an effective relationship.

On-going recording of views

Your child's view will be sought to judge their engagement and progress. These views inform future planning.

Use of social stories

These are written for children to help them understand how to manage their emotions and behaviours in situations they may find tricky.

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

If your child requires support that is 'additional to and different from' the rest of the class, this does not mean that they necessarily need to be taught outside the classroom. It simply means that teachers need to use a range of different strategies to support your child's learning. These strategies may include:

- Using ICT to record or support learning;
- Using practical resources to help with e.g. maths or writing;
- Careful thought given to where children sit to support good learning and behaviour choices;
- Use of visual aids as reminders;
- Sharing key points of the learning before the lesson starts so that children are more prepared;
- Working in smaller groups, etc.

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

We are proud of the excellent relationship we have with our parents and carers - you know your child best and are very much part of our school family. We have an 'open door' policy, which means that we welcome you to come and talk to us about concerns. Opportunities for feedback include:

- Review meetings each term (as stated previously);
- Discussions following assessments led by outside agencies;
- Parent-Teacher consultation meetings each term;
- General teacher feedback – e.g. at the end of the school day. Your child's class teacher will always make themselves available to speak to you at a mutually convenient time;
- Following 'Celebration Worship' each week;
- Communication via e.g. the Home-School Diary book;
- Via the school email if appropriate:

enquiries@st-lawrence.lincs.sch.uk

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

We carefully track the progress of all of our children each term. The tracking also helps us to identify those who are not coming on as well as pupils of a similar age. We can then use this information to complete our Provision Plan, which pinpoints how best to support children in their next steps. Governors are also shown anonymous information to consider how the school is meeting everyone's needs - that all children are making the progress they should.

If it is felt that 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 the school have to legally follow. It brings together the educational, medical and social care needs (as appropriate) of your child.

How will my child be included in activities outside the classroom including school trips?

We use educational visits or trips to enhance the learning experience for all pupils. We will always include your child on a visit, making sure that any specific need is taken into account with our risk assessments. Sometimes this will include use of specific adults to support your child as necessary.

All children have an equal right to attend our extra-curricular clubs.

We have very close links with The Village Pre-School and Kids Club, who meet on our school premises. They provide breakfast club, after-school care and holiday club (including staff training days). Please contact them with any specific issues on 01522 244664 or 07986 225701.

How accessible is the school environment?

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

- Level access via all the main entrances;
- A disabled toilet, complete with shower facilities;
- Support from hearing impaired service;
- Support to communicate with English as an additional language;
- A range of modern ICT equipment including iPads.

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

We have strong links with our feeder pre-school settings (particularly our own) and to ensure a smooth transition we include:

- Visits from the Reception Class Teacher to your child's setting, seeing them and talking to staff/key workers;
- Several visits for your child prior to starting at school;
- Attending 'events' held at school over the course of the year;
- A 'welcome meeting' for parents before they start school, to meet their class teacher and other support staff;

- Meeting with any professionals that have already been involved in supporting your child.

When children move on from one class to another, transition activities include:

- Sharing information between class teachers such as useful strategies;
- Review meetings that involve the new teacher as well as the current one;
- Class transition time at the end of the school year (usually the last two weeks) where your child meets and works with their new teacher;
- A 'welcome meeting' for parents in the Summer Term, or early Autumn Term, to meet their new class teacher and other support staff;
- Early Parent-Teacher meetings in the Autumn Term.

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

The transfer to Secondary School can be a tricky time for everyone, and particularly if your child has additional needs. We can support you and your child by:

- Providing information about your child's needs to their transferring school through face-to-face meetings, paperwork, emails etc.;
- Arrange additional visits for your child in the Summer Term if this is appropriate;
- Complete transition booklets and activities to support your child in becoming more familiar with the new routines, environment, staff members etc.;
- Include appropriate staff in the final review meetings.

How will I be involved in supporting my child?

Parents are given a lot of practical ways to support your child. This might include:

- A 'listening ear' to help problem-solve difficulties;
- Games to play at home, which support learning;
- Useful websites and apps;
- Strategies for reading, home learning etc.;
- Letters to support referrals to e.g. Paediatricians;
- Joining your child in school to celebrate and share in their learning through e.g. Share Time;
- Workshops for parents to help with ideas for supporting learning at home.

How can I access support for myself and my family?

Your doctor or social worker may be able to offer personal support. Here are some other useful organisations:

Lincolnshire County Council Support and Aspirations 01522 782030

www.lincolnshire.gov.uk/parents/support-and-aspiration/

Lincolnshire County Council Local Offer

www.search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2

Liaise 0800 195 1635

www.lincolnshire.gov.uk/liaise

Parentline Plus 0808 800 2222

www.parentlineplus.org.uk

PAACT (Autism Support) 07935 222963

paactsupport@hotmail.co.uk

Lincolnshire Autistic Society 01775 821213

www.lincolnshireautisticsociety.org.uk

Lincolnshire Parent Carer Forum 0845 3311 310

www.lincspcf.org.uk/

Lincolnshire ADHD Support Group 01522 539939

lincoln.adhd@btconnect.com

Lincolnshire Centre for Grief and Loss 01522 546168

Snap (Disability Support Group) 07900 635 366

Lincolnshire Children's Services 01522 554673

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 using the enquiries@st-lawrence.lincs.sch.uk email address or school phone (01522 682689);
- Mrs Sarah Thornton – our Inclusion Leader;
- Mrs Marion Watson, Headteacher (01522 682689).