



Navenby CE Primary School SEND Information Report

At Navenby Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or disabilities. Our school family promotes values, models positive interactions and delivers unfaltering care to instill healthy well-being, confidence, independence and ultimately a sense of belonging which is reflected in all our pupils regardless of their learning needs. Children are provided with support and security coupled with challenge and aspiration so everyone can flourish. This information report should be read in conjunction with the SEND Policy and the SEND Code of Practice (2014).

The Special Educational Needs Co-ordinator (SENCO) is Mrs Torie Pridmore and the governor for SEND is Mr Jim Kirby

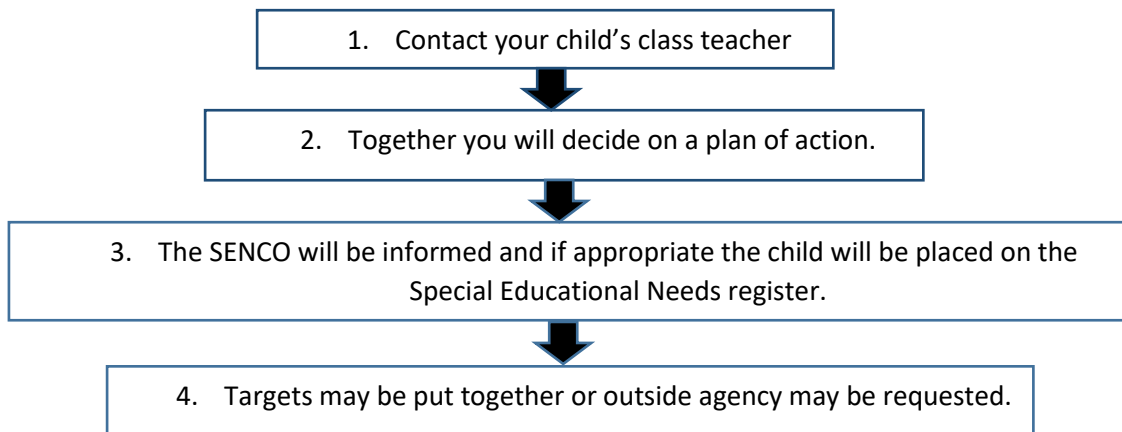


1. What Special Educational Needs do we cater for?

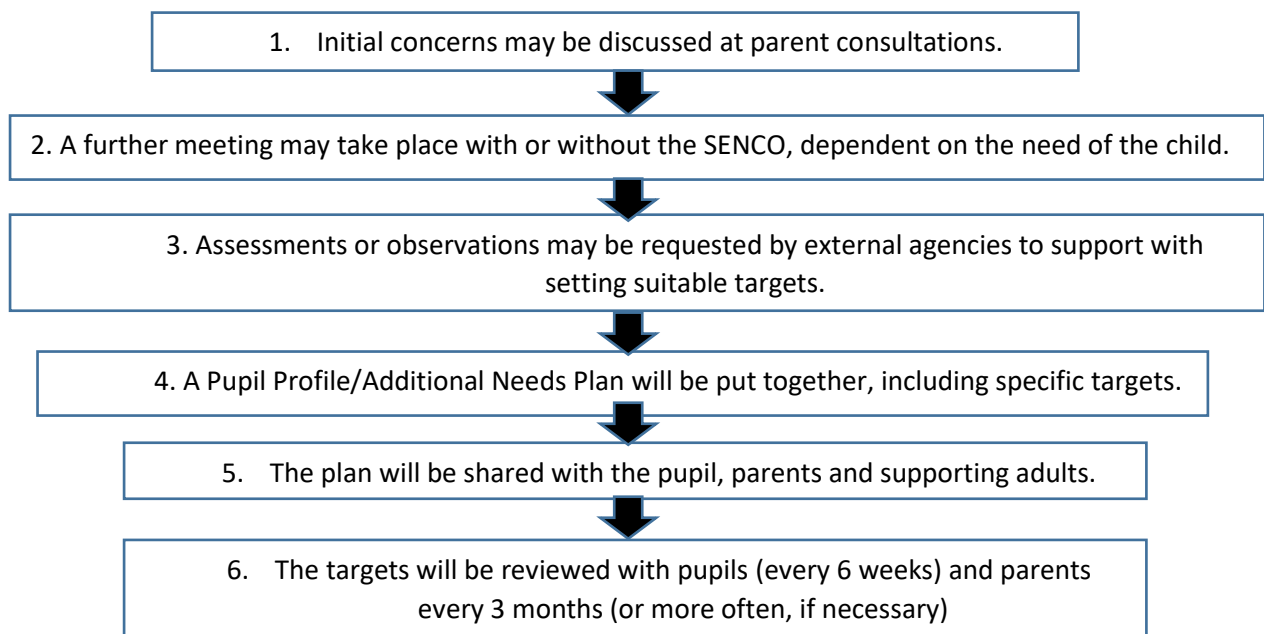
We cater for the four broad areas of SEN:

Communication and Interaction (C&I)	Cognition and Learning (C&L)	Social, Emotional and Mental Health Needs (SEMH)	Sensory and /or Physical (SP)
Speech, Language and Communication Needs (SLCN) Autism Spectrum Disorder/Condition (ASD/ASC)	Specific Learning Difficulties (SpLD) – dyslexia, dyspraxia, dyscalculia Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD)	Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder (AD)	Physical disability (PD) Hearing Impairment (HI) Visual Impairment (VI) Multi-sensory impairment (MSI)

2. What should I do if I think my child has special educational needs (SEND)?



2.1 How will school respond to my concern?



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

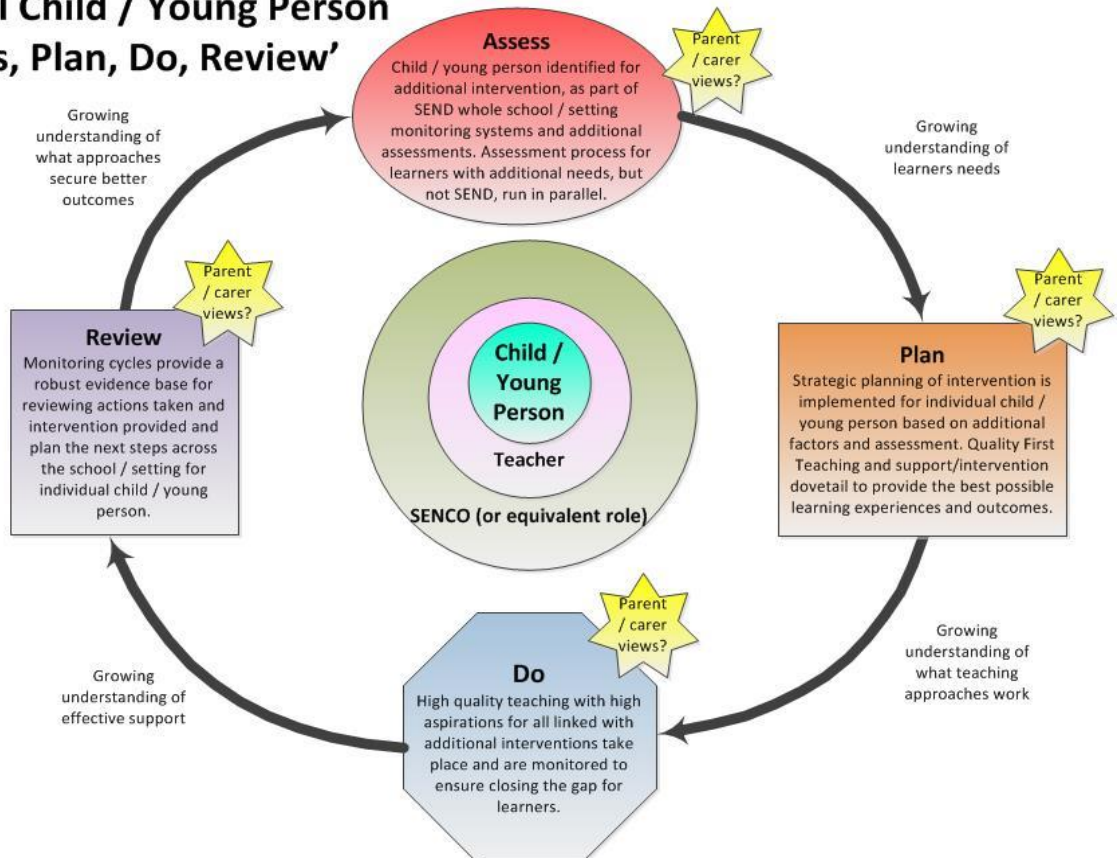
The school has a clear approach to identifying and responding to SEND and recognises that early identification and effective provision helps to improve long term outcomes. Decisions would be made based on both formal and informal methods including:

- Adult observations over a period of time (e.g. by class teacher, teaching assistants, midday supervisor)
- Monitoring data (collected and analysed every term)
- 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 school do to support my child?

The school follows the graduated approach when supporting children with SEND and when a pupil is identified as potentially having an additional need the school begins the Assess Plan Do Review (APDR) process. SMART (Specific, Measurable, Achievable, Relevant/Realistic, Time-bound) targets will be set which will be assessed through this process in collaboration with parents/carers, pupils and staff. These will be reviewed termly and parents/carers will be invited to review these at meetings with teachers/SENCO three times a year.

Individual Child / Young Person 'Assess, Plan, Do, Review'



Extra support is available depending on the type of need; each child is unique and has individual learning needs. The SENCO and class teacher will decide which strategies, intervention and resources are appropriate to support these individual needs. Where external agencies are involved they will advise on support strategies as well. Below are examples of support offered linked to the different areas of need:

Communication and Interaction (C&I)	Cognition and Learning (C&L)	Social, Emotional and Mental Health (SEMH)	Sensory and/or Physical (SP)
<ul style="list-style-type: none"> Resources provided by the Speech and Language Therapy team including First Call Social skills games Communication and language games Specific Speech and Language programmes provided by a Speech and Language Therapist Use of specific programmes/frameworks such as ELKLAN, Wellcomm and Autism Education Trust Progression Framework 	<ul style="list-style-type: none"> Multi-sensory approaches to learning Differed work expectations matched to individual ability Specific literacy or numeracy programmes such as Precision Teach, Nessy. Extra adult support, small group work, individual support 	<ul style="list-style-type: none"> Emotional literacy strategies and use of ELSA programme Social skills games Reward strategies Social stories/comic strips Lego therapy 	<ul style="list-style-type: none"> Specialist equipment such as seating, writing slopes, pencil grips and calmers Sensory circuits and sensory/movement breaks Specific programmes from physiotherapists/occupational therapists for pupils with physical disabilities Use of First Move resource for motor skill development

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 Teachers	The Class Teacher is the first person that you should make contact with if you have any worries or concerns about your child. They set targets based on your child's needs and will be ultimately responsible for ensuring any additional provision is made and its effectiveness monitored (impact).
SENCO (Torie Pridmore)	Can support with effective target setting. Monitors the effectiveness of intervention groups through the use of the whole school provision map. Will complete referrals to external agencies where relevant. Will lead review meetings and complete relevant paperwork. Will liaise with the Governor for SEND and report to Governors on the impact of provision. Ensure SEN register is up-to-date. Organise training to support CPD of staff.
Head Teacher Craig Elliott	Oversee the provision for all SEND pupils and line manage the work of the SENCO. Coordinate assessment of all pupils including those with SEND to ensure that provision matches needs and progress is being made in line with targets set.

Teaching Assistants	Day to day support within the classroom within class tasks (maybe 1:1 or in a small group). May provide additional intervention, e.g. handwriting, additional reading, scribing in writing. Directed by the teacher to support the targets set.
Midday supervisors	May provide support for monitoring and supporting personal, social and emotional needs of your child through playground games, initiating play, monitoring progress in a specific area (e.g. forming friendship groups). Directed by the teachers to support the targets set.
Bursar (Rebecca Howard)	Will add your child's special education need to the central record directed by the SENCO.
Outside agencies	See section 7 for detailed list of outside agencies accessed. May complete assessments or observations to support with further details regarding your child's need. Will support school with target setting. May be involved in the review process and deciding next steps (with parents).
SEND Governor (Jim Kirby)	Overseeing the provision for SEND. Reporting to the main Governing Body.
Family Well-Being (Torie Pridmore)	Individual, small group and parental support for social, emotional and mental health differences that are impacting on children's learning and well-being.

What qualifications do staff have for SEND Support?

<u>Staff</u>	<u>Qualifications</u>
<u>Headteacher</u>	Mr Elliott has over 10 years of Headteacher experience and has previously been SENCO.
<u>Teachers</u>	All teaching staff have Qualified Teacher Status and have undertaken regular SEND training in school. This is delivered by the SENCO or outside agencies.
<u>Teaching Assistants (TAs)</u>	Our teaching assistants hold a range of qualifications, including foundation degrees and first degrees. We have an experienced team of TAs and many of them have worked across all age ranges and for several years at Navenby School. All TAs have regular SEND training through attending staff meetings or through outside agencies (e.g. precision teaching, Tier 1 Autism Awareness and Dyslexia Awareness).
<u>Midday Supervisors</u>	Our Midday Supervisors have all received safeguarding training and Tier 1 Autism Training.
<u>Bursar and Office Staff</u>	This team have all received safeguarding training and Tier 1 Autism Training.

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

Craig Elliott (Head Teacher)	Team Teach Positive Handling Deputy Designated Safeguarding Lead
Sarah Sheardown (Deputy Head Teacher and Key Stage 2 Leader)	Counselling for Non-Counsellors training course Team Teach Positive Handling
Torie Pridmore (SENCO)	National Award for SENCOs Attention Autism Bucket Therapy Training Team Teach positive handling Precision Teach TEACCH Tasks training Makaton training Restorative Practice training
Fran Reeder	Designated Safeguarding Lead
Thomas Swain (Key Stage 1 Leader)	PSHE Lead Reading lead Makaton training
Beth Jones	RE Lead Makaton training
Dee Harrison	Tier 2 Autism Training
Charlie Thornton	Precision Teaching ELSA
Harriet Woolsey	First Aid at work Colourful Semantics training Precision Teach Change, transition and bereavement (SSAFA); supporting Forces Children
Joanne Boulby	Certificate in Counselling Skills (Grief and Loss) National Autistic Society Early Bird Plus programme Precision Teach British Sign Language Stage 1 Team Teach positive handling ELSA Drawing and Talking Makaton training
Georgia Peet	ELKLAN training

All staff have had training for:

- Dyslexia Awareness
- Safeguarding – annually updated
- Understanding and managing behaviour
- Autism awareness – Tier 1
- Children's First aid
- PREVENT training

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

We are fortunate to be able to access a range of external agencies to support your child if needed:

Name	Agency	Time in school	Support available
ASK SALL	Lincolnshire County Council advice Line	Contact when needed	Support for EHCP referrals that have been declined. Educational Psychologist 50 minute bookable online discussions.
Cara Sherry	Specialist Teaching Service	To carry out assessments under arrangement	Assessment for learning difficulties (including the identification of dyslexia) Direct teaching Observations to support with learning behaviour Target setting Training of staff
Speech and Language Therapist/ Assistant	Speech and Language Therapy	When referral is accepted	Assessments of speech difficulties and language acquisition Direct teaching for a block of therapy
Louise Wilbraham	Working Together Team (Social Communication)	When referral is accepted	Observations to support children with social, communication difficulties including those with Autism Target setting
SEST	Hearing Impaired	Termly to support specific children after referral	Observations to support children with hearing impairments Target setting
SEST	Visual Impairment	Termly to support specific children after referral	Observations to support children with visual impairments Target setting
Physiotherapist	Physiotherapy service	Termly to support specific children after referral from paediatrician	Assess fine motor and gross motor control. They may advise on a programme to be used in school in order to develop motor control
Occupational therapist	Occupational therapy service	Termly to support specific children after referral from paediatrician	Give advice on equipment, adaptations and activities to support the learning/social development of children
Paediatricians	The Community Paediatric Service	Following referral	To offer diagnosis for children with a medical condition following referral
Doctors and support workers	Child and Adolescent Mental Health Service (CAMHS)	Following referral	Based in community locations, help with a range of complex mental and emotional health issues including anxiety, depression, trauma, eating disorders and self-harm.
Support Workers	Healthy Minds	Following referral	Support for children and parents with mental and emotional health issues.
John Gowans	Specialist Nurse trainer for	As required	Advising schools on medical procedures Training staff on writing health care plans

	children with disabilities		
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We can also support parents in referring to:

- Early Help Assessment for TAC
- Emotional Based School Avoidance pathway
- Relate
- Healthy Minds

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.
- Individual ‘buddies’ to support more vulnerable children.
- All incidents are communicated to the relevant members of staff and recorded in the class behaviour book.
- All child protection issues will be reported to the Head teacher, Designated Safeguarding Lead (Miss F Reeder) or Deputy Designated Safeguarding Lead (Mr C Elliott).
- We have a clear Behaviour Policy and Anti-bullying Policy which are adhered to by all staff (please visit the school website for a copy).

Family Well-Being

- The Family Well-Being worker, Mrs Pridmore, works with individual children, pairs or small groups on a weekly basis or for a specific session to develop social and emotional well-being. She also works with parents and arranges for group activities and chat sessions to discuss a range of difficulties that may be impacting on children’s well-being.

ELSA (Emotional Literacy Support Assistant)

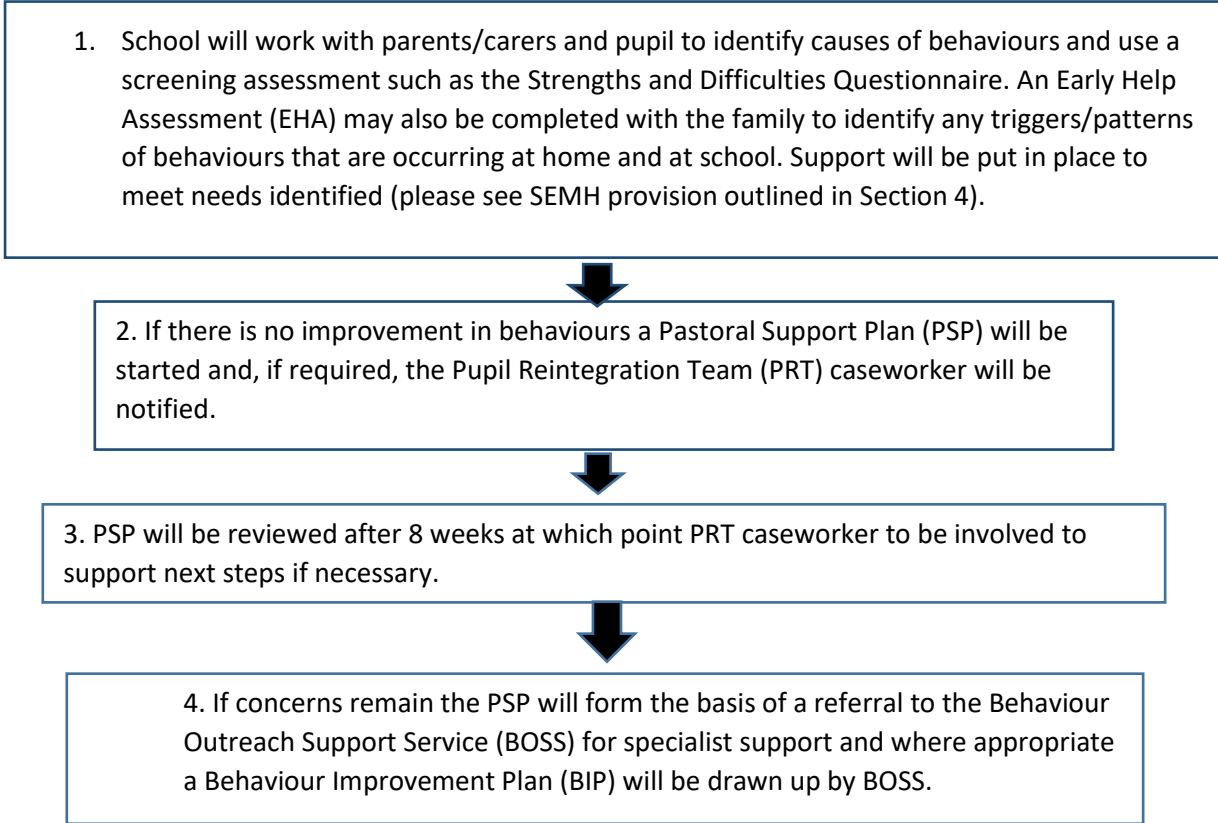
- Mrs Boulby and Mrs Thornton are our qualified ELSAs who work with children for one afternoon a week to support a range of difficulties and offer strategies for support and guidance.

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 Healthcare 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 secure place.

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 APDR process alongside the Lincolnshire Behaviour Ladder:



9. 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 they use a range of different strategies through quality first teaching to support the child’s learning so that ambition for them remains high. Below are some examples of what this looks like:

<p>Using ICT to record</p> <p>Using speech to text app; alternatives to writing</p>	<p>Using ICT to support learning</p> <p>Basic skills apps; phonics; maths; typing skills</p>	<p>Using drama techniques</p> <p>Using hot seating, freeze framing; forum theatre</p>	<p>Using thinking skills</p> <p>Thinking hats; making links between learning in different contexts</p>
<p>Using concrete apparatus</p> <p>Practical resources in maths (numicon, cubes, 100 squares); magnetic letters for spelling</p>	<p>Using of seating for learning</p> <p>Careful positioning on the carpet/at tables; position near an adult</p>	<p>Using of talking partners</p> <p>Sharing ideas; peer learning</p>	<p>Use of visual aids</p> <p>Visual timetables; displays; working walls; word mats</p>

<p>Use of different groupings</p> <p>Mixture of ability and mixed ability dependent on the subject and using these flexibly across the curriculum</p>	<p>Use of school council and other groups where pupils represent the school</p> <p>Representing the class; contributing ideas to improve school life; role modelling</p>	<p>Use of pre-learning</p> <p>Sharing key points of the learning prior to the lesson so your child is more prepared</p>	<p>Use of curriculum focus weeks and talent days</p> <p>Immersive learning in a focus topic, e.g. science, football, thinking skills; sharing and discovering talents</p>
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10. How will my child be involved in the process and be able to contribute their views?

- Pupils are involved in writing their pupil profiles
- Children may be asked to self-assess their own targets before reviews take place and on a regular basis through any intervention they are receiving. They have regular opportunities to share their thoughts and feelings and can write comments or show this in another way such as a colour to represent a feeling or a smiley face. We also have symbols available for pupils to use to show how they are feeling.
- All children with Educational Health Care Plans will be asked to comment on how they feel they are progressing and what they would like to target next before each Annual Review. They will attend the Annual Review, if they choose to, in order to discuss how they are progressing.
- All children will be given the opportunity to attend their general review meetings (three times a year)

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 you know your child best. Opportunities for feedback include:

Opportunity	Details	Frequency
Review meetings	As stated in section 4	Every 3 months (or more often when necessary)
Assessment or observation feedback from an external agency	To feedback an assessment report or observation either by the agency or the SENCO If these are completed close to the review meetings, then feedback may be during this time.	Dependent on the need for the agency involvement, usually after a specific assessment.
Parent consultations	If your child’s targets directly relate to the classroom, e.g. behaviour, attention, organisation then these may	Twice a year

	be discussed during parent consultations.	
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
End of year report	You will receive a report on your child once per year	Annually

Your child's teacher will always make themselves 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. The format to the email is:

firstname.surname@navenby.lincs.sch.uk

e.g. craig.elliott@navenby.lincs.sch.uk torie.pridmore@navenby.lincs.sch.uk

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 through 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 expectations for each year group – Age Related Expectations (ARE)
- Development Matters for monitoring of development in the Early Years.
- Reading and spelling age assessments
- Standardised assessments (completed by Specialist Teacher and/or 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.
- Progression Framework: Autism Education Trust
- Individual targets – through a personalised plan

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

We frequently use educational visits and residential trips to enhance the learning in the classroom and provide first hand experiences. We will always include your child on a visit, ensuring any specific needs they have are taken into account with our risk assessment to ensure that your child's Health

and Safety needs are met. If you wish to support your child during a visit, please contact your class teacher. 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.

We offer a Breakfast Club every morning from 7.45am

<http://www.navenbyschool.com/breakfast-club/>

We have an After Schools Club which is run through *First Timers*; please contact them with any specific issues on 01522 810003. For more information or booking form please see

<http://www.navenbyschool.com/extra-timers/>

There are also other extra-curricular clubs run throughout the year. Details of these and how pupils can join are shared with parents on the website and the weekly newsletter.

14. How accessible is the school environment?

Please refer to the school's accessibility policy. To support your child in order to access the school facilities we have:

- A disabled toilet
- Access to relevant ICT equipment (including iPads)
- Sensory toys and a dedicated room for time out for sensory overload.

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:

- Ensure the Reception teacher makes contact with your child's nursery to discuss any needs
- Receive and use relevant paperwork from the nursery, e.g. your child's learning journey, any SEN or medical information
- Arrange two visits before your child starts school, including opportunities for your child to meet some of the children currently in Reception
- Short visit days
- Parents meetings with your child's class teacher before they start school
- Meet with children's key workers to discuss your child's individual needs
- Hold a 'welcome evening' in the summer term before they start, where you will meet your child's class teacher, get information about how the school runs, the order of the day and chance to visit your child's classroom
- Meet with Agencies already involved with your child, e.g. Speech and Language therapists to discuss their targets or the Working Together Team for social communication needs

Transition between year groups also involves:

- Sharing of information between class teachers (including provision maps and successful strategies)
- Class swap days where your child will meet their new teacher
- Parent drop in sessions when necessary to meet the SENCO

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
- Provide information about the needs of your child to their transferring school through face to face meetings, paperwork, emails, etc
- Organise additional visits to the school, when appropriate
- Invite the SENCOs from the secondary schools to come to any review meetings in the transition time in 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, 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 – could be games, organisational strategies (e.g. visual timetables), behaviour management strategies
- Letters to support referrals to Paediatricians
- Target related homework
- Parent curriculum information evenings
- Opportunities to come into school to work with your child

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, career advice
- Share your knowledge about your child, e.g. through review meetings, parent consultations
- Joining us to celebrate success, e.g. talent days, music events, craft afternoons, art exhibitions

- Reading Curriculum overviews on the school website

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

Useful organisations include:

Organisation	Telephone	Website/Email
Parent Partnership	01522 553351	www.lincolnshireparentpartnership.org.uk
Parentlineplus	0808 800 2222	www.parentlineplus.org.uk
PAACT (Autism Support)	07840 569 368	https://www.paactsupport.com/
Lincolnshire ADHD Support Group	01522 539939	https://adhdlincs.org/
Family Action	01507 308908	https://family-action.org.uk/services/lincolnshire-behaviour-outreach-support-service-boss/
Lincolnshire Centre Grief & Loss	01522 546168	https://www.lcgl.org.uk/
Dyslexia Outreach	07717 226448	DyslexiaOutreach@lincolnshire.gov.uk
Working Together Team	01775 840 250	https://www.wtt.org.uk/
Lincolnshire Parent Carer Forum	07925 232466	https://www.lincspcf.org.uk/

The Lincolnshire County Council Local Offer contains information regarding the SEND provision across the county and can be found at:

<https://www.lincolnshire.gov.uk/send-local-offer>

The Family Services Directory contains links to the Local Offer, Lincolnshire Family Hubs and Start for Life as well as information about local organisations and activities and can be found at:

<https://www.lincsfamilydirectory.org.uk/kb5/lincs/fsd/home.page>

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 using the email address in section 11
- Torie Pridmore (SENCO) – Mondays, Tuesdays, Wednesdays and Thursday mornings - torie.pridmore@navenby.lincs.sch.uk

20. Who can I contact if I have a complaint?

We hope that you do not have any complaints relating to SEND provision and that you feel you are able to speak to your child's teacher or the SENCO if you have any concerns. However, if there is a reason you feel you wish to make a complaint, please follow the procedure as outlined in the school's Complaints Policy.