



What are Special Educational Needs & Disabilities?

The Special Educational Needs and Disability Code of Practice states that:-

'a child or young person has Special Educational Needs if they have a learning difficulty or disability that calls for special educational provision to be made for him or her'

'for children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools'

A disability is defined in terms of the Equality Act 2010 as:-

'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

Further information can be found in the 'Special Educational Needs and Disability code of practice: 0-25 years' June 2014. This can be found at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What does that mean at Witham St Hughs Academy?

At Witham St Hughs Academy, we follow the Special Educational Needs and Disability Code of Practice. We believe that every child is unique and individual, we also acknowledge that some children will, at times, need more support than others. We recognise that children may have additional needs for a short period of time. Support will be tailored to ensure that they can fulfil their potential and achieve across the curriculum.

Children who have special educational needs may need support in one or more of the following four categories:-

Cognition and Learning

Communication and Interaction

Emotional, Behavioural and Social

Sensory and Physical

We will, as a staff, make every effort to ensure that your child is identified and, therefore, supported from an early age, in order to ascertain the support and intervention that might be needed to support any need they may have. We have access to a wide range of specialist outside agencies that we can contact as required.

What Should I Do If I Think My Child Has Special Educational Needs?

Your first point of call would be your child's Class Teacher

The class teacher will review latest assessment results and progress over a period of time. Together, you will devise a plan of action. This might be additional targeted support in the form of small group or individual intervention or extra work at home, for example.

If the class teacher perceives necessary, they will pass on information to the school SENDCO Michelle Dexter or SENDTA Bev Ford.

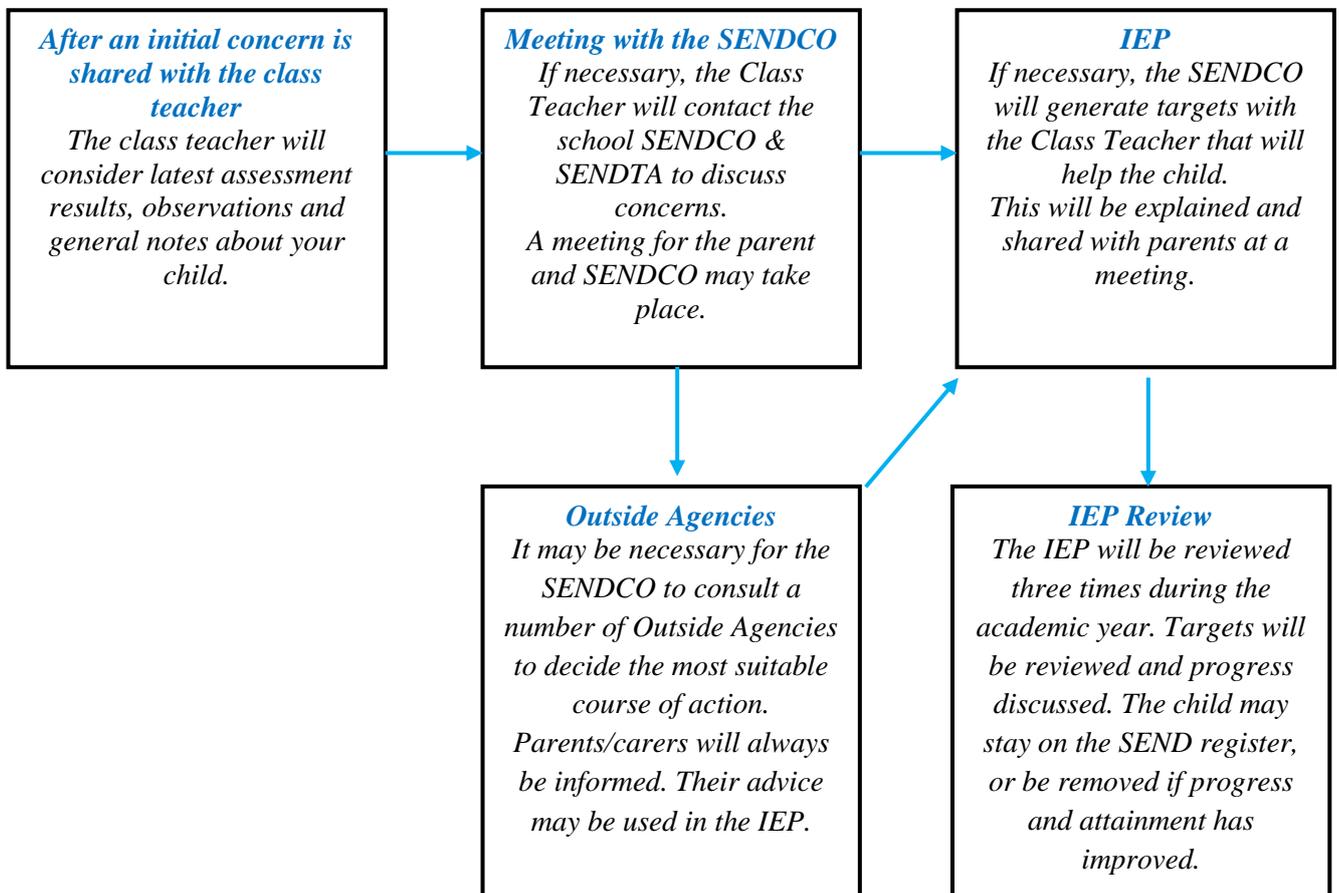
SENDCO's Action

If necessary, the school SENDCO and the Class Teacher will monitor your child's progress and may decide to place your child on the Special Needs Register following a further parental discussion.

Next Steps

Individual targets will then be set by the SENDCO and Class Teacher in the form of an IEP (Individual Education Plan). If we feel necessary additional advice and/or assessment may be asked from an Outside Education Support Agency.

How Will The Academy Respond To My Concern?



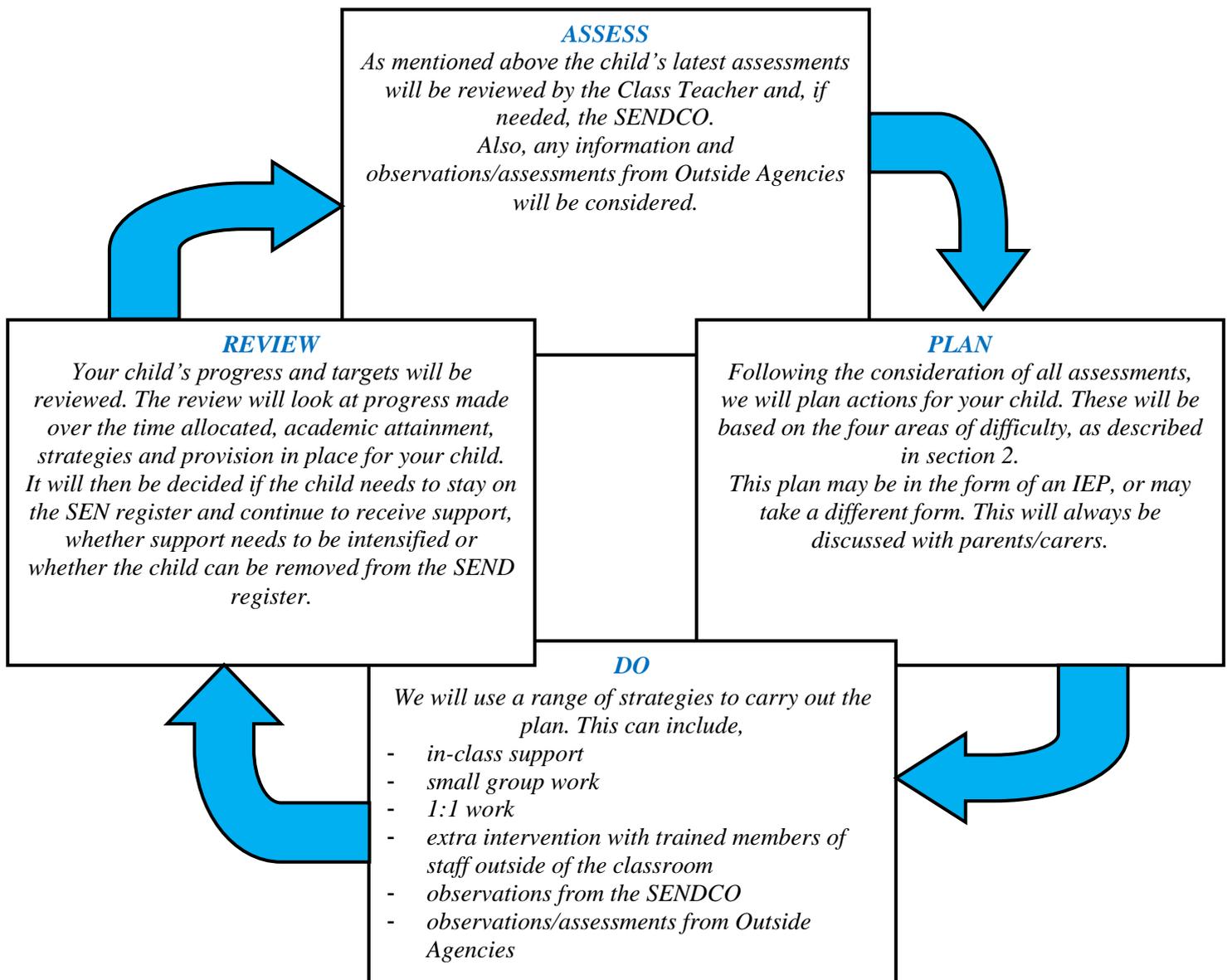
How Will The School Decide If My Child Needs Extra Support?

Decisions will be made using a variety of evidence. This evidence may include:-

- Formal assessments, such as tests
- Informal assessments, such as observations of learning or behaviour in school
- Monitoring of data, including the child's attainment in various areas of the curriculum and also rates of progress over time
- Discussions with pupils
- Discussions with parents
- Discussions with all staff involved
- Advice sought by the SENDCO from Outside Agencies

What Will The School Do To Support My Child?

At Witham St Hughs Academy, we follow a principle for planning for children's provision and support. This is a cycle of Assess, Plan, Do, Review:



Who Will Support My Child In School?

| <u>MEMBER(S) OF STAFF</u> | <u>ROLES AND RESPONSIBILITIES</u> |
|---------------------------|--|
| Class Teacher | The Class Teacher is the person that you should make contact with first if you have any worries or concerns about your child. Their responsibility is to teach your child and make judgements about your child's attainment. They will also ensure that behaviour is monitored and your child is happy in school. |
| Teaching Assistants (TA) | Teaching Assistants work closely alongside the class teacher and with all children throughout the school. If the class teacher is not available, please talk to the Teaching Assistant. They teach children each day and are fully involved in the planning process for the class(es) in which they work. |
| SENDCO | The school SENDCO will monitor the progress of all children on the Special Needs register in school. They will also set effective targets for the children on the register and monitor the effectiveness of interventions in school. The SENDCO will also refer to Outside Agencies if it is deemed necessary. The SENDCO will review IEPs and chair review meetings. |
| SENDTA | Our highly experienced SEND Teaching Assistant will work closely with children, parents and outside agencies. The SENDTA and SENDCO will work in partnership to provide the best possible provision for your child. |
| Outside Agencies | Witham St Hughs Academy works with a range of Outside Agencies including:- Specialist Teachers, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Paediatricians, Sensory Support Teachers and Specialist Nurses. The role of the Outside Agencies is to support the SENDCO in setting targets, assessing and observing children in school. |
| Head Teacher | The Head Teacher line manages the SENDCO and asks questions about the provision and strategies used to support the children at Witham St Hughs Academy. It is the Head Teacher's responsibility to ensure that all documentation and policies are up to date and that the SENDCO is updating paperwork, as needed. |
| SEND Governor | The Governing Body at Witham St Hughs has a named SEND Governor. The SEND Governor regularly meets with the SENDTA & SENDCO to monitor provision in school. The SEND Governor also reports to the Governing Body. |

What Training And Experience Do Staff Have For The Additional Support My Child Needs?

| STAFF | QUALIFICATIONS/EXPERIENCE/TRAINING |
|---|---|
| Michelle Dexter (SENDSCO) | <p>The academy SENDSCO has experience of working with pupils with a wide and varied range of additional needs. She has gained the National Professional Qualification for SEND.</p> <p>The SENDSCO has also undertaken training on various areas of Special Educational Needs and continues to do so in line with CPD requirements. She has supported children, and their families, to gain Education, Health and Care plans as necessary.</p> |
| Bev Ford (SENDTA) | <p>The academy SENDTA is a qualified Higher Level Teaching Assistant (HLTA). She has extensive experience in working with SEND pupils, and has a wide knowledge over many areas. Some of her specific qualifications include a Diploma in Autism, Diploma in Education Leadership and Management, Elklan Speech and Language support, Counselling Skills for Non-Counsellors, and accreditation regarding Nutrition and Health for School Aged Children.</p> |
| Richard Stock (Headteacher) | <p>The Headteacher has a range of leadership experience and has supported staff in a range of settings, including those beyond Witham St Hughs Academy.</p> |
| Teaching Staff | <p>All teaching staff at Witham St Hughs have Qualified Teacher Status. Their training and qualifications are varied. All teaching staff undertake the same SEND training in school. This is delivered by the SENDSCO or Outside Agencies.</p> |
| Teaching Assistants and 1:1 support staff | <p>Our teaching assistants hold a range of qualifications, including NVQs, and first degrees.</p> <p>The Teaching Assistant team are very experienced members of staff. Many of them have been working at Witham St Hughs Academy with children with additional needs for a number of years.</p> <p>We have some children who require 1:1 support through an EHCP. This support is provided by a designated adult on a daily basis to ensure individual needs of the child are met.</p> |
| Julie-Ann Leak SEND Governor | <p>The school SEND governor is a qualified teacher. She has been responsible for monitoring and reporting on standards of SEND provision for several years at Witham St Hughs Academy.</p> |

Who Else Might Be Involved In Supporting My Child?

| AGENCY | ROLES/RESPONSIBILITIES |
|---|---|
| Educational Psychology Team | It is the role of the Educational Psychologist (EP), who is a private consultant, to assess a child's special educational needs and to support and advise staff. This can be linked to learning or behaviour. |
| Specialist Teaching Team | The STT will visit school to support staff in the identification of specific areas of difficulty children may experience in their learning. They will assess children and work with them on a 1:1 or small group basis to assess their needs and suggest strategies to support them. |
| Working Together Team | The WTT will visit school to observe children and talk with staff to suggest strategies to support children who may be experiencing social and communication difficulties including Autism. |
| Speech And Language Therapy | The SALT service are a team of therapists who are trained to give specialist assessments, advice and blocks of therapy for children with speech, vocabulary and/or communication difficulties. |
| Physiotherapy | The Physiotherapy service work with schools to assess fine motor and gross motor control. They may advise a programme to be used in school in order to develop motor control and movement in children. |
| Occupational Therapy | The team has professionals trained to give advice on equipment, adaptations and activities to support the learning/social development of children. |
| Sensory Education Support Team | The SEST service offers advice and guidance to teachers who are working with children with visual, hearing or sensory impairment. |
| Behavioural Outreach Support Service | The BOSS service offer support and advice to staff in mainstream schools who may deal with challenging behaviour. They meet with staff and parents to provide strategies to support children in the school environment. |
| School Nursing Team | There are many nursing teams who advise and support school, including Specialist Nursing for Medical needs, Diabetic nurses and Community Nurses. |
| Counselling | The school has an external school counsellor who visits the school weekly to support children who have social, emotional or behavioural needs. This includes working with children on a 1:1 basis to support their individual need through play, art or talking. The school have access to a Theraplay therapist who will work privately with families to support loss and attachment needs. |
| Grief and Loss Counselling service | The Grief and Loss service offer support to children who are coping with loss in their life. This could be through the loss of a loved one, as well as the break-up of a family home. |
| Paediatricians | Paediatric doctors specialise in the health and care needs of babies and young children. They can also offer diagnosis for children who may have a medical condition. |
| Children Adolescent Mental Health Service | CAMHS are based in community locations, the multi-disciplinary teams can help with a range of complex mental and emotional health issues, including: anxiety, depression, trauma, eating disorders and self-harm. |

What Support Will Be There For My Child's Emotional And Social Well-Being?

At Witham St Hughs Academy, we have a non-classroom based SENDCO, as well as a full time non-classroom based SENDTA. These two members of staff work closely with each other to coordinate care and support for children who may have pastoral and social or emotional needs. They work closely with the Head Teacher to plan for these children. This support can extend to sessions with the school counsellor or Theraplay therapist. The school have close relationships with the Healthy Minds charity and plan regular meetings and workshops to support the children in school when required.

The staff in school work hard to encourage a anti-bullying culture, which includes anti-bullying assemblies and lessons. However, should you believe that your child, or another child, is the subject of bullying, please do not hesitate to contact a member of staff at the academy. The academy will respond in line with academy policies and procedures.

A copy of our Behaviour and Anti-Bullying Policies can be found at: www.witham-st-hughs.co.uk

What Support Will Be There For My Child's Medical Needs?

If your child has a particular medical need then please inform the class teacher and we will ensure all staff are made aware as necessary. The child will be given a care plan to ensure their needs are recorded and any support noted should the need for medical attention arise. We have a policy regarding the administration of medicines. All parents should contact the school office and complete a medication consent form if medicine recommended by a health professional is to be administered by school. All medicines are stored safely and appropriately. Every dose given is overseen by two members of staff and recorded. All staff have a basic level of first aid training. Some staff also have a paediatric certificate of first aid. Should there be a specific medical need the school will seek advice from the appropriate professional and ask for training as required.

What Support Will Be There For My Child's Behavioural Needs?

As a school we have a positive approach to managing the behaviour of our children. Behaviour both in and out of the classroom is rewarded and all staff are able to contribute. After any behaviour related incident the child will be spoken to by a member of staff and have time to reflect on their actions. They will have the opportunity to discuss the reasons for their behaviour and suggest ways they could deal with these issues in the future. The SENDTA may work alongside the children to support their behaviour in or out of the classroom as required.

If a specific child has a behavioural difficulty then the class teacher will seek the advice of the SENDCO. If the behaviour requires further attention then a meeting will be set up with the parents and a discussion of next steps will be decided together. An Individual Behaviour Plan will be drawn up with targets suggesting ways to support the specific behavioural need. From this, relevant support strategies will then be put in place and reviewed. It may be necessary to seek support from the Educational Psychologist service or BOSS outside agency who will meet with parents and observe children as necessary.

How Will My Child Be Involved In The Process And Be Able To Contribute Their Views?

Your child's views will be sought at every suitable opportunity. This includes their input into target setting and reviewing of provision, what has worked well and what they feel they need to work on next.

Your child, when suitable, will be informed of their assessment results. This means that they will be aware of the level that they are working at and what they need to do in order to improve.

Your child's class teacher will be involved with reviews and provision planning. As much as possible, your child will be supported by the same staff each year, in order to offer continuity.

You will be included in meetings and you will be asked for your child's views and ideas. You will be able to feed this into review meetings.

How Will The Curriculum Be Matched To My Child's Needs?

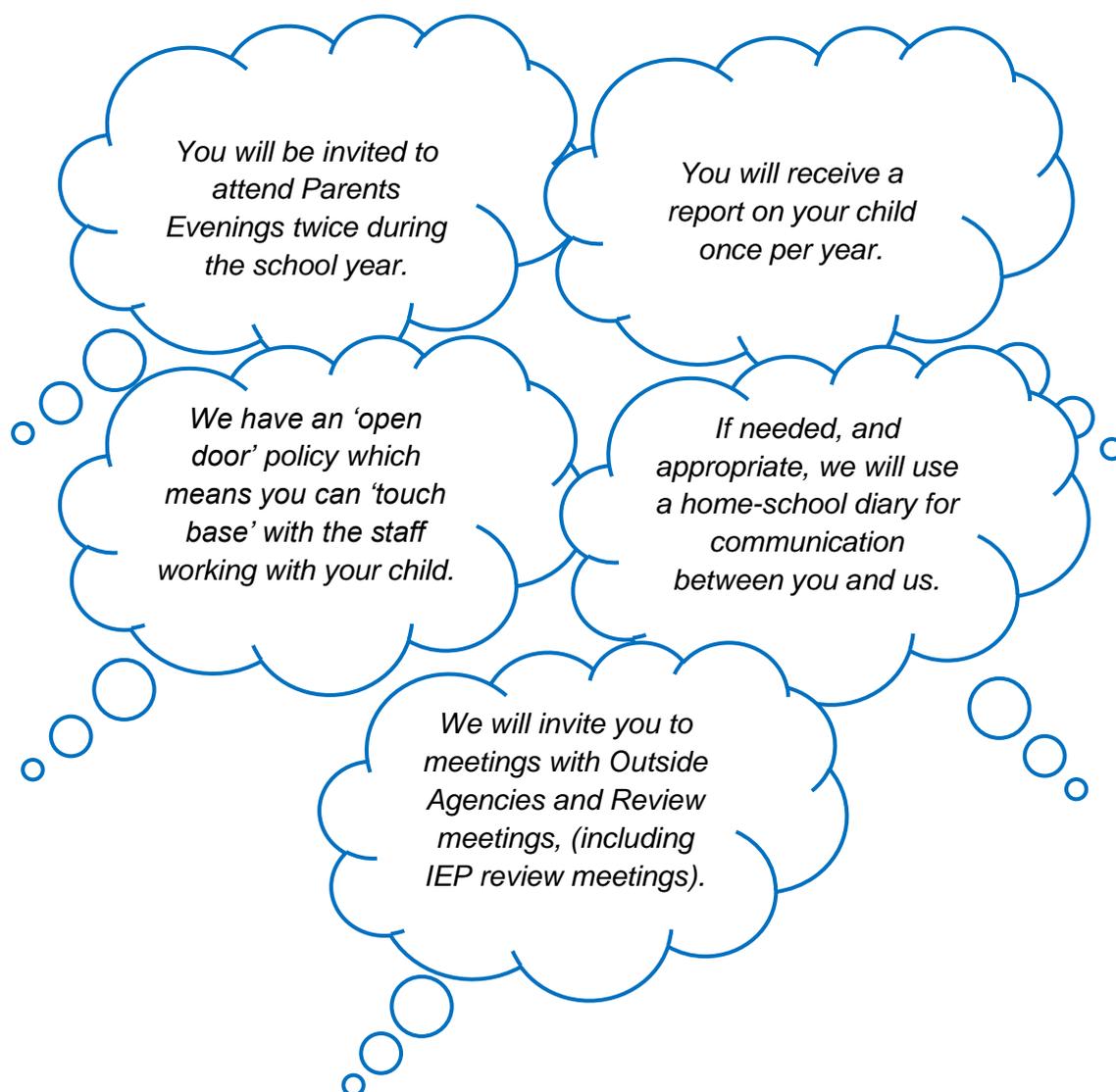
If your child is identified as having Special Educational Needs or a Disability, it means that they have needs which are additional to other children of the same chronological age. This means that the support they require will be 'additional to or different from' other children.

At Witham St Hughs Academy, we believe that each child is unique and therefore we ensure reasonable adjustments are made to the curriculum to ensure their needs are met as much as possible.

For children with SEND, we offer many strategies to meet needs. The following table offers examples of how we might do this:-

| | | |
|---|--|---|
| <p>Differentiated Curriculum Our teachers plan differentiated activities in most lessons. This will ensure that all children in the class have their academic needs met at an appropriate level.</p> | <p>Interventions We plan for additional learning intervention. This can be for a variety of reasons, including if your child is finding new concepts difficult to grasp, or if they need extra work to consolidate prior learning.</p> | <p>Small group work Your child may work in small groups in order to meet specific learning intentions. This will be planned for by the Class Teacher and led by the teaching assistant.</p> |
| <p>1:1 work If needed, and deemed appropriate, your child may work 1:1 with the Class Teacher, a Teaching Assistant, SENDTA or 1:1 additional adult (where an EHCP is in place).</p> | <p>Named places to sit in class If your child needs to sit in a particular chair to support posture or a particular place on the carpet, to assist in visual or hearing needs, this will be planned into the classroom environment.</p> | <p>Use of ICT We use differing equipment to assist your child in the recording of their work, including iPads, laptops and a variety of educational apps.</p> |
| <p>Extra-curricular activities We offer many extra-curricular activities in school. These focus on sporting and social activities to engage a range of children and their interests.</p> | <p>Use of topic-based learning We plan and deliver a topic based curriculum so that children can begin to make links in their learning between different areas of the curriculum.</p> | <p>Use of Visual Aids Visual Timetables are used daily in every class. Aids are used on different displays around school to support your child's learning and word mats are available to assist in your child becoming an independent learner.</p> |
| <p>Use of concrete apparatus or equipment Wherever possible we will use a range of practical equipment to help your child with their learning.</p> | <p>Use of Talking Partners/Pairs Each classroom has a different way of working but we aim to use Talking Partners in school for all children for generating and sharing ideas.</p> | <p>Targeted resources in class In line with a child's IEP targets, we may use particular resources to meet needs.</p> |
| <p>Individual Education Plan (IEP) Children will be given specific targets to support their areas of educational need.</p> | <p>Support from Outside Agencies In section 9, we have listed all the agencies that we may work with at any one time.</p> | <p>Individual Behaviour Plan (IBP) Children will be given specific targets to support their behaviour and positive outcomes.</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?**



How Does The School Know How Well My Child Is Doing?

At Witham St Hughs Academy, we assess children's progress in Reading, Writing and Maths each term. This enables class teachers to very quickly identify children who have not made expected progress or are not working at Age Related Expectations (ARE). We also use Early Learning Goals, reading ages, and standardised assessments to build a picture of your child's progress.

Children who are not making expected progress are identified at termly pupil progress meetings which take place between the class teachers, subject leaders and head teacher. In this meeting a discussion takes place regarding all individual children. The staff look at what they have achieved and whether they are on track to meet their individual targets. At times there may be children who will be identified as needing further support and/or challenge to aid their progress.

Any child may receive extra challenge or support as a result of the findings of the assessment data. However, this does not always mean they will require an Individual Education Plan (IEP). Instead their progress will be closely monitored by the SENCo through the school provision map and the child will receive intervention specific to their area of need.

For those children who are supported by an IEP the progress is monitored throughout the year and at each review meeting. If your child has not met the target, the reasons for this will be discussed with you. The target may then be adjusted into smaller steps or a different approach may be tried to support the progress of the child. If at this point your child is still finding reaching their targets difficult there may be the need to discuss applying for an EHC (Education, Health and Care) plan. This plan requests additional funding to provide adult support in the form of a 1:1. If this is agreed the school receive additional funding and follow the EHCP document to meet the needs of the child. Here outside agencies are involved to support the progress of your child. Enhanced adult support will be put in place and designated learning time will be allocated according to the outcome of the funding.

How Will My Child Be Included In Activities Outside The Classroom Including School Trips?

We often undertake school trips, including a residential trip in Year 2 and Year 6. The trips are planned for by the class teachers in that year group. All children are included on every school visit. However there may be times where there is a need to take additional adult support or we may ask for parental assistance in planning for the trip to ensure your child's Health and Safety needs are met. A thorough risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. As part of this document individual needs will be addressed and noted. These may include behavioural or medical needs. A paediatric first aid trained member of staff will be included as part of the team leading the trip.

How Accessible Is The School Environment?

The building is designed to allow full access for all pupils. In order to support your child should they be in a wheelchair we offer a school site that is all on one level. The main entrance has an automatic door to allow wheelchair access. There is a wheelchair accessible disabled toilet which is large enough to accommodate a shower and changing. A risk assessment will be completed for any child who needs specific access arrangements or adaptations in school.

How Will The School Prepare And Support My Child To Join The School?

Each year, Witham St Hughs pupils and staff undertake planning for 'transition'. This includes opportunities for the children to meet their new class teacher, visit their new classrooms and undertake activities that they have planned for them.

Staff also have 'transition' meetings, where information is passed from teacher to teacher, including latest assessment levels, interests of children and background information.

Children will be given transition booklets containing pictures of their new class, teacher and learning environment. This will be given to them on their first visit for them to take home and share with parents.

How Will The School Prepare And Support My Child To Transfer To A New Setting or School?

We ensure a careful transition plan is in place for children who move into our setting or those who leave us to join another setting. Children are given a 'buddy' to help them orientate themselves into the academy. For those children who are joining us from pre-school the SENDCo will visit the children in their setting and meet with key workers and parents for a smooth transition into Reception. For children who are moving to Secondary school regular transition meetings are held with staff from both schools and Secondary school staff are invited to the final IEP meeting in the Summer Term. This is followed up by a meeting in the new secondary setting if required. If a child should move to a specialist setting transition arrangements will be organised with the new setting and parents. Records and information are also shared between ourselves and the child's previous setting where this is available.

How Can I Be Involved In Supporting My Child?

Parents know their children better than anyone else, and we as staff need your support in order to plan for your child's provision.

There are many ways in which you can support your child, including:-

- Attending meetings when invited into school
- Keeping 'open lines of communication' with the staff in school, informing us of any concerns or difficulties
- Reading regularly with your child
- Assisting your child to complete homework when asked to
- Joining academy based activities eg productions, school assemblies etc

How Can I Access Support For Myself And My Family?

Lincolnshire County Council offers support for parents from various agencies. Information can be found at the Council's website: <https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page>

Information On Terminology Used

Sometimes, terms and acronyms will be used, it can be difficult to understand what each one means. If in doubt, please ask a member of staff.

Who Can I Contact For Further Information?

Please contact:

Michelle Dexter (SENDCO)

Bev Ford (SENDTA)

on 01522 869590, or via email: enquiries@withamsthughs.org