



[South Hykeham Community Primary School](#)
[Parent Information Report.](#)
[September 2024](#)

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

1) Legislative Compliance

This information report complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

The 2014 Special Educational Needs and Disability (SEND) Code of Practice which has since been updated 1st May 2015

Equality Act 2010

Children and Families Act 2014

Rationale: South Hykeham Community Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having additional, special educational needs and/or disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. All pupils should be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

South Hykeham Community Primary School is committed to inclusion. Part of the schools strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to foster a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to

learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys, men and women
- Minority ethnic and faith groups, travellers', asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
 - Those who are looked after by the local authority
- Others such as those who are sick; those who are young carers; those who are in families under stress
 - Any learners who are at risk of disaffection and exclusion

This report describes the way we meet the needs of children who experience barriers to their learning due to factors in their environment, including the learning environment they experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At South Hykeham Community Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

South Hykeham Community Primary School sees the inclusion of children identified as having special educational needs /or disability as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to ensure we are always looking at what additional provision we need to make for specific children.

Areas of need as stated in the 2014 Code of Practice (updated 1st May 2015):

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, despite appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum.

Definition of SEND

The SEND CoP (0-25 years) 2014 states that:

A child young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is "... 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".

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

South Hykeham Community Primary School also has regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014).

Mrs Sally Hillier is the SENDCo at South Hykeham Primary School.
The responsibilities of the SENDCo

The SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have (Education Health Care) EHC plans.

The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies.

The SENDCO is aware of the provision in the Lincolnshire Council Local Offer and works with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENDCO also include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- liaising with the relevant teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- liaising with parents of pupils with SEND • liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

1. What should I do if I think my child has Special Educational Needs (SEN)?

- Initially speak with your child's class teacher and explain your concerns. Together you will decide on a plan of action.
- The Special Educational Needs Co-ordinator will be informed and if appropriate, your child will be placed on the Special Educational Needs register.
- Targets may be put together or the support of an outside agency may be requested.

2. How will the school respond to my concern?

- Initial concerns may be discussed at our Parent's Evenings or a meeting can be arranged at a convenient time for you and the class teacher.
- Your concerns will be looked into over an agreed length of time, with the sharing of information between school and home.
- A follow up meeting will then be agreed to discuss the next steps.

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

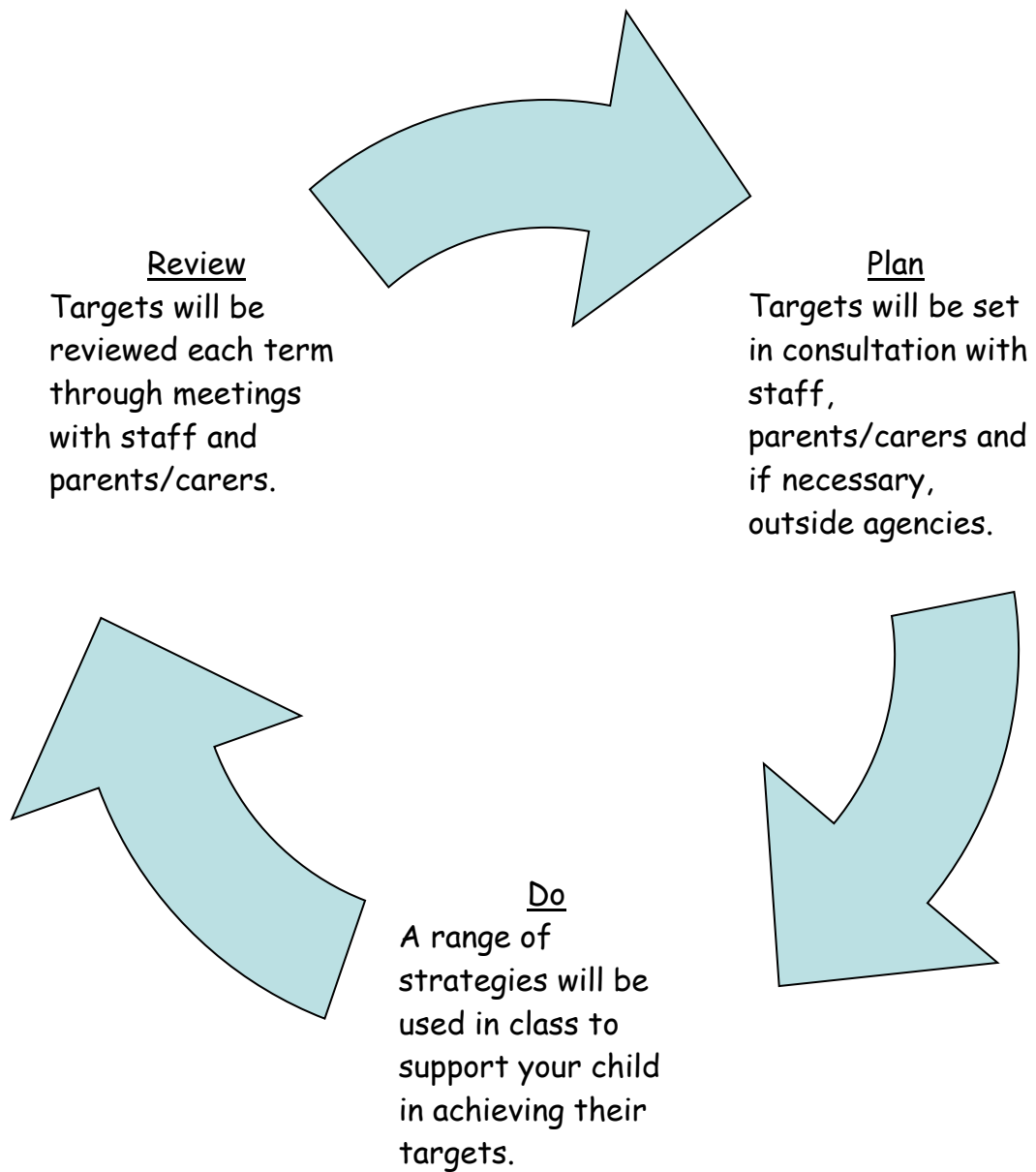
Decisions will be made based on both formal and informal methods including:

- Adult observations over a period of time
- Monitoring data (collected and analysed termly)
- Pupil discussions based on what they think their strengths are and what challenges they are facing. (This could be academic; communication, social, emotional or behavioural; physical)
- Parent discussions

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

- We will agree on specific targets for your child to work towards. These will be recorded either on an Individual Education Plan (IEP) or a Personal Profile.
- Additional support will be organised by the class teacher. Teaching assistants may work with your child or, it may be appropriate to involve outside agencies for further support.

The process of providing support is as follows:



5. How will my child be able to contribute his/her views?

Your child will be asked to contribute to the cycle of 'plan, do, review' at all stages. His/ her views will be taken into account before the review meetings and reported back via the class teacher.

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

If your child has SEN then they will 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 we used a range of different strategies to support the child's learning.

Using ICT to record e.g. using speech to text app; alternatives to writing	Using ICT to support learning e.g. basic skills apps; phonics; maths; typing skills	Using drama techniques e.g. using hot seating, freeze framing; forum theatre	Using thinking skills e.g. thinking hats; making links between learning in different contexts
Using concrete apparatus e.g. practical resources in maths (numicon, cubes, 100 squares); magnetic letters for spelling	Using of seating for learning e.g. careful positioning on the carpet/at tables; position near an adult	Using of talking partners e.g. sharing ideas; peer learning	Use of visual aids e.g. visual timetables; displays; working walls; word mats
Use of different groupings e.g. mixture of ability and mixed ability dependent on the subject	Use of school council e.g. representing the class; contributing ideas to improve school life	Use of pre-learning e.g. sharing key points of the learning prior to the lesson so your child is more prepared	Use of curriculum focus weeks and talent days e.g. immersive learning in a focus topic, e.g. science, football, thinking skills; sharing and discovering talents

7. What opportunities will there be for me to discuss my child's achievements? How will I know my child is progressing?

Class teachers are available from 8.50-9.00am for more informal chats. Class teachers dismiss the children at the end of the day from the playground providing opportunities for brief informal conversations.

We hold a Parent's evening in the Autumn and Spring Term to discuss your child's progress and attainment.

An annual report outlining your child's progress and attainment in all subjects is sent home in the Summer Term.

Review meetings to discuss Individual Education Plans will take place each term.

If you have more pressing concerns please contact the school to make an appointment with the relevant members of staff.

In some instances (when agreed by school and parents) a home/school book or a reward chart may be used to assist the home-school partnership for the benefit of the child.

8. 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 levels
- 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 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.

9. Who will support my child in school?

Many people may be involved in supporting your child in school including;

Who?	How?/ Why?
The Class Teacher	The Class teacher will set targets based on your child's needs. The Class teacher will be responsible for ensuring the intervention is provided and its effectiveness is monitored.
SENCo (Sally Hillier)	Can support with effective target setting. Monitors the effectiveness of intervention groups through the use of provision maps for each year group. May complete referrals to outside agencies.
Teaching Assistants	Day to day support within the classroom. This may be in the form of small groups or one-to-one support. May provide additional intervention in the form of handwriting, phonics, maths support. This support is directed by the class teacher to support the targets set.
Midday Supervisors/ play workers	May provide support for monitoring and supporting personal, social and emotional development through playground games, initiating play or monitoring progress in a specific area. This will be directed by the class teacher.
Additional agency support	May complete assessments or observations to further develop targets set or provide additional strategies. In some circumstances outside agencies may work with small groups of children or give

	one-to-one support.
SEND Governor (Emma Linton)	Overseeing the provision of Special Educational Needs

10. What training and experience do the staff have for the additional support my child needs?

Headteacher (John Richardson)	Child protection Safeguarding 2-Day training Autism Tier 1 training
Deputy Headteacher / SENCO (Sally Hillier)	Child protection Safeguarding 2-Day Training SENDCo National Award Paediatric First Aid - 2-day Autism - Tier 1, 2 and 3 training FRIENDS Training Eklan Speech and Language
Staff members	All staff members have Emergency First Aid training. Some staff members have had training in the following areas; • Epi-Pen training • Diabetes training • Dyscalculia training • Dyslexia • Autism- Tier 1 and 2 • Physio programmes • Occupational therapy programmes • Sensory training • Team Teach • Demand avoidance • Managing children with challenging behaviour • Understanding behaviour as

	a communication. Training is planned to meet the needs of our SEN children.
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11. Who else might be involved in supporting my child?

Where appropriate outside agencies will be asked to support your child and the staff who work with them.

These include:

Team	Support given
Educational Psychologist Team - Gemma Slack Aimee Turlukowsky	Assessment for learning, Personal, Social and Emotional needs. Observations Target setting Support with paperwork
Specialist Teaching Service - Jane McWatt	Individual assessments Support with targets Group/ 1:1 support Training of staff
Speech and Language Therapy -	Assessment for speech and language difficulty Setting up 1:1 programmes Direct teaching
Working Together Team- Adele Sherriff	Observations to support children with autism and sensory needs
Pupil Reintegration Team	Annie Dunn - helping with Pastoral Support Plans.
Child and Adolescent Mental Health Services (CAMHS)	Support in addressing key needs
Physiotherapists Occupational Therapists	Support and training given for 1:1 programmes

We can also make referrals to:

- Paediatricians
- Family Action workers
- Education Welfare Service

12. Requesting an Education, Health and Care Assessment.

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where,

despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child and the child has not made the expected progress, the school or Parents should consider requesting an Educational, Health and Care assessment. The local authority will expect to see evidence of the action taken by the school as part of the SEND support. If a plan is agreed it will follow the most current process as agreed within Lincolnshire County Council.

Detail regarding EHC plans can be found via Lincolnshire County Councils website, or by using the following weblink:

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

Lincolnshire County Council EHCP

- Is written in a child centred way
- Contains the child's views, wishes and hopes for the future
- Identifies their strengths and what is working well
- Identifies their difficulties and what needs to change
- Has clear and measurable outcomes and goals
- Paints a clear picture of the whole child
- Identifies clearly the indicative budget for provision

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

The emotional and social well-being of your child is important to us. All staff build up strong relationships with pupils.

All protection issues are reported to the Head teacher or in his absence, the Deputy Head teacher.

Where appropriate, additional intervention (individual or small group) will be organised to help your child's emotional and social development. Mrs Fairweather is our Emotional Literacy Designated Support Person. We work closely with outside agencies to support children with emotional and behavioural needs.

The school rules, including rewards and sanctions, are used consistently to support children's behaviour.

Sally Hillier is our Mental Health Lead

Medical Needs

If your child has specific medical needs please speak to the Class teacher, SENCo or Head Teacher so that appropriate plans can be put into action.

If needed a 'care plan' can be written to inform all members of staff of any additional care.

We only administer medicines if you have completed a medical form. Please ask at Reception for the necessary form.

14. What if my child has English as an additional language?

Definition A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school.

EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos.

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our academy by respecting that diversity and reflecting it in our academy environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English.

Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.

Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.

Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.

Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the SENDCO. Provision will be recorded and monitored for effectiveness, in line with standard practice for all vulnerable learners in the academy. The pupil will not be placed on the SEND register for reasons of EAL.

15. What if a child is Looked After in Local Authority Care?

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report : 2003) why children who are looked after in local authority care often fail to make expected progress at school :
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs
 - Emotional, mental, physical

- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. Our designated teacher is Mr John Richardson. The responsibilities of our designated teacher include:

- Monitoring the progress of children who are looked after 'to ensure that they have the best life chances possible and access to the full range of opportunities in school'.

- Ensuring that children who are looked after, have access to the appropriate network of support

- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months

- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals.

- Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)

- Liaising with the child's social worker to ensure that there is effective communication at all times

- Celebrating the child's successes and acknowledge the progress they are making.

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

We frequently use educational visits and residential trips (in Year 5 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.

Our breakfast club and after school care is provided by Panda's, please contact them with any specific issues on 07723335596.

How accessible is the school environment?

- The school is accessible to wheelchairs. Our medical suite has an accessible toilet, shower and changing bed.
- We have made sure that we have good lighting and safety arrangements (for example ramps and hand rails).

- Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (carpets, blinds, quiet areas).
- We adapt printed materials so that children with literacy needs can access them, or ensure access by pairing children/peer support/extra adult support
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- We use a range of assessment procedures within lessons (such as photographs, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

17. What are your admission arrangements?

- Children with additional educational needs are considered for admission to our school on exactly the same basis as for children without additional educational needs.
- Prior to starting school, parents/carers of children with additional needs or active TAC arrangements will be invited to discuss the provision that can be made to meet their identified needs. Incorporating Disability Issues into the Curriculum
- The PSHE curriculum includes issues of disability, difference and valuing diversity.
- Please refer to the Inclusion and Anti-Bullying policies.

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

We organise a series of events for children starting in Reception and their parents/carers. These include;

- A bedtime story session in May
- A new intake meeting including a Fashion Show
- Nursery visits by the Class Teacher
- New intake starter sessions
- Invitations to Sport's Day and a disco

Should your child benefit from a more personalised transition programme we are happy to work with you to organise this.

For children starting at other times of the year or in different year groups, we encourage you to come and look round, and if possible for your child to spend an afternoon in their new class getting to know the adults, the other children and our routines.

19. How will the school prepare and support my child to transfer to a new setting or 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 SEN. We will support you and your child by:

- Organising agency support for transition if necessary
- 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
- Invite SENCo's from the secondary schools to the final Termly Review meetings.

20. How can I be involved in supporting my child at school?

We encourage all parents/carers to be actively involved in their children's education.

Your child will bring a reading book home each day and we encourage you to read with them.

Homework will be set during the week.

Curriculum Newsletters will keep you informed of what your child will be learning during the term.

Your contributions help to set targets for the children. You will be given copies of targets that have been set.

We have an active Friends of the School group who help to raise money for the school. All new members are welcome.

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

If you feel that you need further support please speak with Sally Hillier (Deputy Head teacher and SENDCo) or John Richardson (Head teacher) who will advise you on whom to contact.

You can also contact Additional Needs at Lincolnshire County Council (01522 553332) or Parent Partnership Service (01522 553351).

Terminology, Imagery and Disability Equality

- The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to 'special educational need' or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of circle time for raising issues of language and other disability equality issues. Listening to Disabled Pupils and Those Identified with Additional Needs
- We encourage the inclusion of all children in the School Council and other consultation groups.
- We include children in their target setting and encourage and support them to take an active part in their reviews, through preparation, and making the information and meeting itself accessible and unthreatening wherever possible.
- The staff have on-going training opportunities on issues relating to communication and listening skills.

Working with Disabled Parents/Carers

We recognise that there may be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities.

Evaluating the success of the School's SEND and Inclusion Policy

An annual evaluation of the policy will be made by the SENCO. This will be shared with the SEND Governor and reported back to the relevant committee. This will be scheduled before the end of every academic year.

Dealing with Complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.

- Any issues that remain unresolved at this stage will be managed according to the Schools Complaints Policy. This is available via the website or on request from the office.

22. Who can I contact for further information?

For more information please contact Mr John Richardson or Mrs Sally Hillier.

Telephone number 01522 681919

Email: john.richardson@south-hykeham.lincs.sch.uk