

Great Ponton CE Primary School



SEN(D) Information Report

2024 & 2025

Introduction

At Great Ponton School, we have high expectations and offer excellence and choice for all our children, whatever their abilities or needs. We aim to achieve this through the removal of barriers to learning and participation for all. We ensure that all our children know that they are valued and important members of our community and through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

We aim to meet the needs of each and every child, including those with Special Education Needs and Disabilities, so they reach their full potential and enjoy their learning.

How does Great Ponton School know if our pupils need extra help?

A child has special educational needs if she or he has a:

- Learning difficulty which is significantly greater than the majority of children of the same age
- Disability which makes it difficult to use the facilities normally available.

Special educational needs are described by the Special Education Needs Code of Practice as falling into four areas. These are:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical.

There are several different circumstances which may lead to the suggestion of special educational needs.

- You may feel there has been a problem of some kind for a while, though you may not be able to identify what that problem is.
- A difficulty may have been suggested by a health visitor, doctor or other health professional.
- Your child's class teacher may speak to you with concern about your child's progress, or with a specific difficulty.

It is very important that parents and the school work together, so if you have any concerns, please make an appointment to speak to your child's class teacher, just as he/she will contact you for an appointment if he/she has any worries.

What should I do if I think my child has Special Educational needs (SEN)?

SEN: Process of Identifying Needs



Initial concern:

Child presented as a concern and discussed through 2-6-2 during staff meetings.

Quality first teaching actions identified- 2/3 weeks

If still a concern:

SENCo and Class Teacher meet to discuss concerns- child placed on provision tracker. Quality first teaching suggestions applied for 6 weeks.

If still a concern:

Meeting with parents, SenCo and class teacher. Child put on either a Personalised Learning Programme PLP or a Pastoral Support Plan PSP. Permission letter signed from parents.

Intervention offered through Quality first teaching plus identified intervention programme such as:

Catch-up Literacy, Catch-up Maths, Nuffield, Precision Learning, FRIENDS

PLP reviewed every 6 weeks- one academic subject per PLP- see separate flow chart.

If still a concern:

Support requested from STAPs, BOSS, Educational Psychology Team, Future Minds, Healthy Minds- as appropriate. For behaviour issues the process of Early Help begins. Recommended advice added to PLP or PSP

If still a concern:

Apply for an EHC plan- implement targets from EHC as appropriate, reviewed on yearly basis.

If I think my child has special educational needs, how do I get a diagnosis for my child?

Pupils will only receive a diagnosis if they have a specific learning difficulty such as a risk of Dyslexia, or have a medical need. Pupils do not receive a 'diagnosis' of special educational needs. The SENCo, in consultation with the class teacher and parent, will identify that a pupil has a difficulty which is preventing them from learning in the same way as their peers and will place them onto our SEND Register.

If you are concerned that your child has a specific difficulty such as **ADHD or Autism**, the SENCo, with parental permission, can make a direct referral to the Community Paediatrician. If the referral is accepted, you will receive an appointment with a paediatrician, who will give you further information and an assessment may begin.

If you are concerned that your child has a learning difficulty such as **Dyslexia**, the SENCo can make a referral to a Specialist Teacher. She can identify if a pupil has difficulties consistent with Dyslexia and will provide a risk scaling diagnosis and provide advice about how best to support their needs.

If you are concerned that your child has a **speech and language difficulty**, the SENCo, with parental permission, can make a referral to the 'Speech and Language Therapy Service' (SALT). A therapist may then assess and identify if a pupil has a specific speech and/or language difficulty and provide advice about how best to support their needs.

How long does a diagnosis/referral take?

Referral time can vary depending upon the agency involved. Referrals to the NHS (Community Paediatrics and Speech and Language Therapy Service) take considerably longer, on average it can take up to 20 weeks to receive an appointment. Not all pupils will receive a diagnosis and/or decision. Where diagnoses are made, this can take a considerable time depending upon the individual. In many cases, a diagnosis follows several appointments, which could take more than a year.

Referrals to the Specialist Teacher are made within the school and are dependent on how many referrals have been made at that point. This can take anything from two weeks to a whole school term. Where the Specialist Teacher identifies a specific difficulty this will take approximately two weeks once the assessment has been completed.

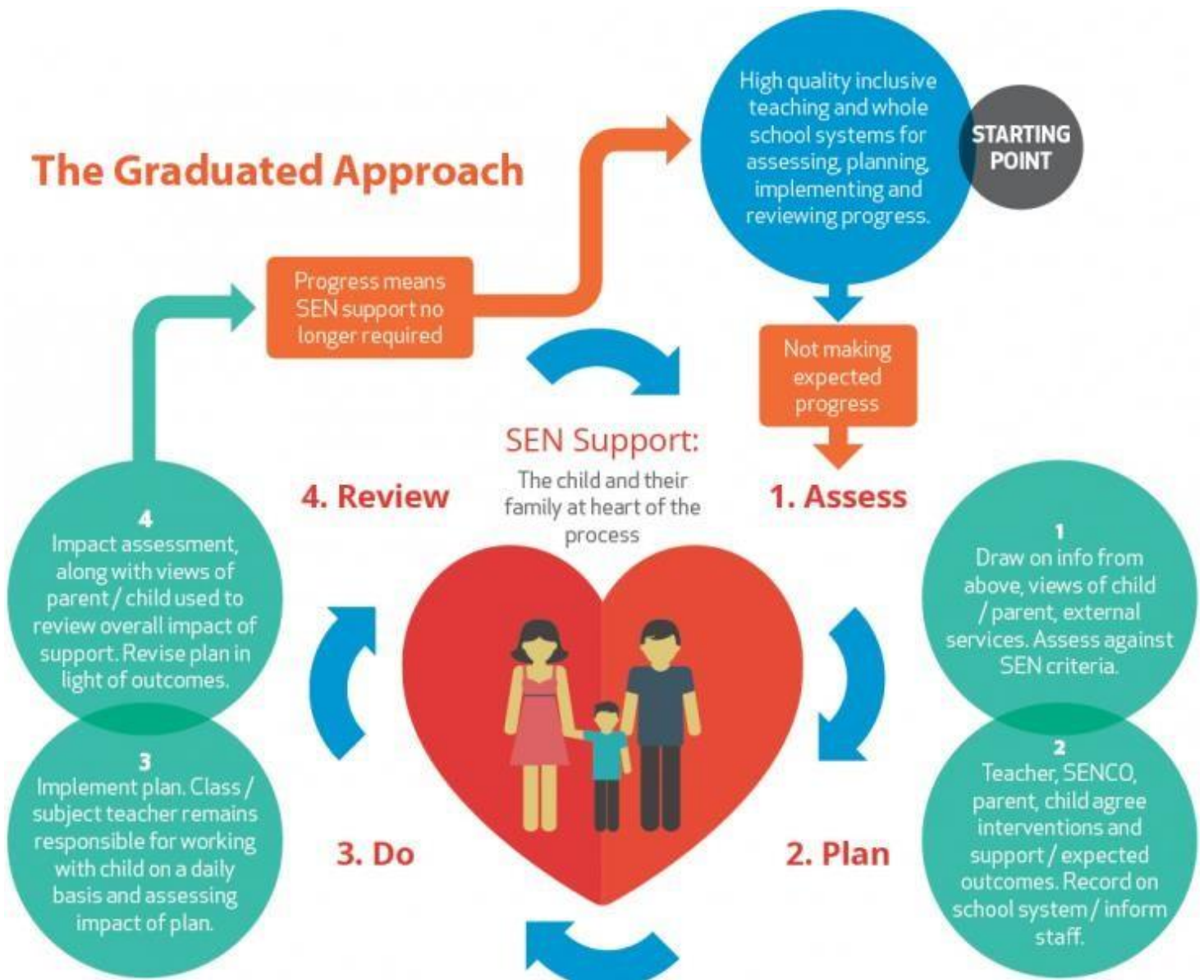
What happens once a diagnosis has been made?

At School we do not wait to put support in place. If it is very clear that a pupil has difficulty and is struggling to learn, we will do everything that we can to help them whether they have a diagnosis or not.

If a diagnosis is made, we will ask for advice from the relevant outside agencies about how best to help the pupil. This advice will then inform the pupil's Personal Learning Plan (PLP) and be shared with you and/or discussed at a meeting. We will put this advice in place straight away or once the relevant resources/equipment have been purchased.

What will school do to support my child?

Initially we will implement the agreed plan of action, making full use of the support available within the school. Where necessary additional advice and support may be sought from external agencies. Personal Learning Plan (PLPs) will include agreed strategies and interventions that will be in place to support the child as well as realistic short term SMART (Specific, Measurable, Achievable, Relevant/Realistic, Time-bound) targets. These will be reviewed through the graduated approach and following the cycles of 'Assess, Plan, Do, Review'.



Who will support my child in school?

There are many individual and groups of people (detailed below) who may be involved in providing support for your child.

Who?	Roles & Responsibilities
Class Teacher	The Class teacher has overall responsibility for your child's progress and will work with you and your child to ensure his/her needs are met. The Class teacher is the first point of contact should you wish to raise a concern about your child.
SENCo	The SENCo will monitor the progress of all the children on the SEN register and will monitor the effectiveness of intervention for children throughout the school. The SENCo will lead review meetings, refer children to outside agencies when appropriate, liaise with other professionals and complete relevant paperwork.
Headteacher	The Head Teacher is in overall charge of all staff in school. The Head Teacher leads the termly pupil progress meetings and ensures that provision and support is available for children with SEN. The Head Teacher meets regularly with the SENCo to discuss provision in school
Teaching Assistants	The Teaching Assistants support teaching and learning on a daily basis and have excellent knowledge of the children. They work with children 1:1 as well as in small groups and also deliver structured interventions with the guidance of the class teachers and SENCo.
Midday Supervisors	The Midday Supervisors support the personal, social and emotional needs of your child daily. Good communication between teaching staff and Midday Supervisors ensures that children are closely monitored during lunchtime and information is passed on if
Administrators	The Administrator will add your child's special education need to the central record and provide clerical support when needed.
SEN Governor	The Governing Body of Great Ponton CE Primary School has a named Governor whose responsibility is to oversee the provision for SEN and feed information back to the governors
Outside Agencies	The School works with a range of Outside Agencies including Speech and Language Therapists, Specialist Teachers, Educational Psychologists, Physiotherapists, Pediatricians and outreach services. Their role is to support the child, family and school with all aspects of SEND.

What experience and qualification does the SENCo have?

In line with the SEN Code of Practice (2014) the SENCO is a qualified teacher, who holds a **National Award in Special educational Needs Co-Ordination**.

In addition the SENCo attends local SEN Cluster Group meetings, and other training or briefing meetings provided by the Local Authority.

What training does the staff have (in relation to SEND)?

All staff at within the School have regular training in a great number of areas of Safeguarding and special educational needs and disability. This may be specific to job roles or training carried out by the whole staff.

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

The emotional and social well-being of your child is of great importance to us. Where appropriate, additional intervention (individual or small group) will be organised to help your child's emotional and social development.

- Teachers, Teaching Assistants, Pastoral Lead and Midday Supervisors build up strong relationships with children to support their emotional needs.
- The school rules, including rewards and sanctions, are used consistently to support children's behaviour.
- We work closely with outside agencies to support children with emotional and behavioural needs.
- All safeguarding and child protection issues will be reported via CPOMS to Keith Leader (Head Teacher and Designated Safeguarding Lead), Amanda McDonnell (Deputy Designated Safeguarding Lead) Kym Morrisroe (Administrator) Amanda McDonnell (SENCo).
- PSHE is considered an important subject taught weekly and a PSHE Jigsaw Scheme of work is used across the whole school.
- Some staff members are trained in 'Draw and Talk' and ELSA. These may be used to support children on a regular basis for a length of time, alongside outside agencies when needed.

My child has special educational needs and/or disability (SEND), what extra support could you provide and who will decide on the support?

This will depend upon your child's individual needs. Each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Special Educational Needs Co-ordinator (SENCo) and class teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs. Special Educational Needs (SEN) are divided into four areas. Below are some examples of what the federation can provide.

Cognition and Learning (Learning Need)

- Different approaches to learning, e.g. visual, hands-on
- Different work expectations, matched to the child's ability
- Different/extra resources, e.g. word cards, number squares
- Special Literacy or Numeracy programmes,
- Extra adult support, group work, individual support

Communication and Interaction (Speech and Language)

- Resources provided by the Speech and Language Therapy Service - First Call
- Communication and language games

- Social skills games
- Specific Speech and Language programmes provided by the Speech and Language Therapy Service

Social, Emotional and Mental Health

- ELSA strategies
- Social skills games
- Reward strategies
- Playground buddies
- Social Stories
- Lunchtime clubs

Sensory and Physical Needs

- Specialist equipment such as seating, writing slopes, pencil grips and calmers
- Specialist training from outside agencies, such as physiotherapists for pupils with disabilities
- Sensory Circuits to meet the individual sensory needs of a child

What if my child has 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 'individual care plan' can be developed, with support and advice from outside agencies, 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 for more information.

What if my child needs support for behavior (including attendance and exclusion)

If your child needs support regarding behaviour they may have a personal learning plan or a personal support plan. The support provided will follow the same Assess, Plan, Do, Review process (as outlined on page 2).

How will my child be involved in the process and be able to contribute their views?

Your child will be involved in the process of 'Assess, Plan, Do and Review' through talking to familiar adults about his/her work, identifying his/her strengths as well as aspects he/she finds tricky. This often involves sharing classroom work and attending review meetings if appropriate.

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

All children are well supported within the classroom by highly skilled teachers and teaching assistants. Appropriate adjustments are made to the classroom, teaching and resources to ensure that all children have access to the curriculum. These include:

- a clearly differentiated curriculum;
- collaborative learning (talking partners, mixed ability group work);
- using ICT or a scribe to record;

- using ICT to support learning;
- using drama techniques;
- using concrete apparatus (numicon, magnetic letters);
- the use of pupil's interests;
- targeted group work;
- pre-learning of key points or vocabulary prior to a lesson;
- 1:1 support;
- 1:1 teaching;
- interventions and guided work;
- high quality phonics teaching;
- the use of visual aids;
- adaptation of the learning environment.

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

We pride ourselves on our positive relationship with parents. The School operates an open door policy so if you have any questions about your child's progress you can make an appointment to see your child's class teacher at any time. We report in detail to parents through Parents' Consultation Evenings in October and March and via the School Report in July. We also hold Parent Drop in sessions for the parents of children who are on the SEN register. These are usually around the time of the parents evenings and are held as occasionally more time is needed with a teacher in regards to a child with SEN. Permission will always be sought before your child is assessed by an outside agency, e.g. the Specialist Teaching Team, and feedback will be given as a written report or verbally as part of a review meeting. Staff also love to share successes on an as and when basis so will often catch parents at the beginning or end of the day to celebrate individual children's achievements or progress. There are also numerous occasions throughout the year when parents are invited in to school to see the children working and performing e.g. Open Evenings, Sports Day, Church Services and Celebration Assemblies.

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

On entry to the Early Years Foundation Stage (YR) teachers baseline assess children in relation to the 'Ages and Stages,' EYFS document based on information from nursery settings, initial observations and some basic 1:1 assessments. At the end of the Foundation Stage, they are again assessed formally against the Early Learning Goals.

In Key Stage One and Two, children's progress is tracked termly and measured against age-related expectations in relation to the National Curriculum. This process includes Pupil Progress Meetings between the class teacher, Headteacher/SENCo when children's progress is discussed in relation to directing support and interventions appropriately. Formal national assessments take place at the end of Key Stage 1 and at the end of Key Stage 2.

Assessments made by outside agencies are also utilised within the School.

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

The school will endeavor to ensure that provision is put in place so that all children can access after school activities, after school clubs, outdoor learning and educational visits including residential opportunities. Where necessary, we will ensure that specialist support is available

and if required, reasonable adjustments made to enable all children to access the provisions on offer, wherever possible.

How accessible is the school environment?

At Great Ponton there is a set of steps within it which would be a barrier to wheelchair users or those with difficulty walking. At Great Ponton the school's ground floor is mainly accessible to wheelchairs and there is an accessible toilet.

Due to the small school site, car parking is limited and so there is not disabled parking facility. We are an actively inclusive school and will always make reasonable adjustments, where possible, for any visitors who may have a disability for which we were unaware.

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

If your child is joining our school in to the Reception class, we have a transition programme in place. Initially your child's teacher will visit him/her in his/her early years setting (or at home if your child does not attend an early years setting). This is followed by 3 school visits during the Summer Term aimed at helping your child to become comfortable in his/her new surroundings. The children also receive their own Welcome pack which parents can share with them at home in preparation for the new term. If your child joins the school in another year group, we plan, in consultation with parents/carers, the transition depending on the needs of the child. Your child is welcome to make visits to the school to meet their class and their teacher and familiarise him/herself with the school routines.

As with most things in school, these arrangements are extremely flexible and can be personalised and adapted to meet the particular needs of your child. There are also a number of set opportunities for parents to meet with staff in year group and 1:1 settings but again, further meetings can be arranged if necessary.

If a child is already identified as having special educational needs, it is usual practice for our SENCo to be invited to and attend a Nursery review meeting and for all paperwork to be forwarded to the school during the summer break.

How will the school prepare and support my child to transfer to a new setting?

We are committed to working in partnership with professionals and families to ensure smooth secondary or alternative school transition. This usually means communication with the school, planned school visits, transition visits and sharing of key information, usually in Year 5 and Year 6. Additional individualised transition days and booklets can be organised

and produced dependent on the needs of individual children. The new school SENCo attends review meetings and meets with our teachers to discuss each child's profile and share any relevant information that will help your child experience a smooth transition. All paperwork is kept up to date and forwarded to the new school promptly.

How can I be involved in supporting my child?

You can support your child by:

- engaging with the school;
- attending meetings;
- keeping the school up to date with any changes or information you feel is necessary to pass to the class teacher or SENCo;
- attending parent workshops and open-school events;
- supporting them with reading, spelling, times table and homework tasks;
- providing home and wider learning opportunities .

Who can I contact for further information?

If you require any further information, help or support, please contact a member of our school team.

- Your Child's class teacher
- SENCo – Mrs Amanda McDonnell.
- SEN&D Governor – Steve Williams
- Headteacher – Mr Keith Leader

How can I access support for myself and my family?

School staff are always available to offer support and signpost to other organisations when necessary. Some useful organisations include:

Organisation	Telephone	Website/Email
Kids.org		www.kids.org.uk – working with disabled children, young people and their families
Young Minds		www.youngminds.org.uk Young Minds: The voice for young people's mental health and wellbeing.
ipsea		www.ipsea.org.uk IPSEA stands for Independent Parental Special Education Advice
Lincolnshire County Council		www.lincolnshire.gov.uk – provides information on the local offer, local schools and information for parents including links to support groups. Find links here for 4all – a magazine with up to date information on SEND and activities for children, young people and families. Also find links here for short breaks for children and young people with

Lincolnshire County Council Support and	01522 782030	http://www.lincolnshire.gov.uk/parents/support-and-aspiration/
Lincolnshire Children's	01522 554673	
Parent Partnership	01522 553351	www.lincolnshireparentpartnership.org.uk Parent partnership offer free confidential advice, information and support to parents and carers about special educational needs
Parentlineplus	0808 800 2222	www.parentlineplus.org.uk
PAACT (Autism)		paactsupport@hotmail.co.uk
Lincolnshire ADHD Support	01522 539939	lincoln.adhd@btconnect.com
EMC Services Equality for Minority	01427 787190	emc_lincs@lincolnshire.gov.uk
Family Action	01522	lincoln@family-action.org.uk
Lincolnshire Centre Grief &	01522 546168	

How do the school manage complaints in regards to SEND?

We hope that complaints about SEND provision will be rare; however, if there should be a concern the process outlined in the school's Complaints policy should be followed.

What is the 'Local Offer'?

The Lincolnshire County Council Local Offer can be found at:

<http://www.lincolnshire.gov.uk/parents/support-and-aspiration/>

This contains information regarding the SEN provision across the county.