

Bassingham SEND Information Report

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

In the first instance contact your child's class teacher or alternatively the school's SENCo, Mrs Davies.

2. How will the school respond to my concern?

Following contact with the class teacher if there is a cause for concern the SENCo, Mrs Davies will assess your child's difficulties. Following this a meeting may be arranged if necessary to discuss the next steps in supporting your child.

All information will be shared with home via a telephone call and/or meeting.

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

Reading and spelling ages are assessed three times per year. If your child has a reading or spelling age below 9.06 years additional support will be put in place either through withdrawal or 1:1 reading / spelling support.

Class teachers may also decide, based upon your child's progress, that additional intervention may be needed. This may be delivered in the classroom or through 1:1 withdrawal.

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

All children with additional needs will have an IEP. This is overseen by the Learning Support department; TAs and SENCo. This will be reviewed with parents at Parents evening and IEP reviews. Additional reviews may also happen throughout the school year if necessary.

The IEP highlights the provision in place as well as the targets set and the success criteria.

All support and its effectiveness is monitored and impact measured.

5. Who will support my child in school?

All staff will support your child and ensure lessons are appropriately differentiated. Progress will be monitored by the class teacher, the SENCo and the Headteacher.

Additional support may be delivered by the Learning Support department and 1:1 tutors. Please see staff list for individual names.

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

A variety of external agencies may become involved with your child e.g. Educational Psychologist. We utilise a variety of external agencies such as psychotherapists, Educational Psychologists, counsellors, sensory impaired teams and Working Together Team.

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

The school has a strong pastoral structure that works on the principal that children are individuals with individual needs. There is an emphasis on effective communication and a 'joined up' approach to working with our partners to deliver a package bespoke to the needs of the 'whole' child. As a result, our exclusions are extremely low. Where appropriate, our work (including partner agencies) can be extended to support parents and carers in improving pupil outcomes, eg raising attendance etc.

All pupils receive in-depth education regarding 'keeping safe', including bullying, internet safety and discrimination. There is a zero-tolerance approach to any form of bullying with clear channels for reporting and support should this arise. Our inclusive practice ensures pupils with medical needs receive the support they require. Key staff are trained to the appropriate level, ensuring somebody is available at all times to support with administering medicines or undertake an initial medical assessment should the need arise.

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

All pupils will be invited to contribute at the IEP reviews as well as the Annual review process if appropriate.

Pupils will also be an integral part of the action planning process with their base tutor.

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

All pupils will receive an appropriately differentiated curriculum. High quality teaching which is delivered to meet every pupil's needs, is the first wave of intervention. Staff are informed of every child's needs, together with their targets. Staff will plan and differentiate accordingly.

Additional support will be put in place according to individual need. This may include 1:1 TA support, small group withdrawal, physiotherapy, use of an

alphasmart, speech and language therapy, numeracy / literacy intervention, circle time etc.

10. 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?

The daily contact will be through the class teacher. There will also be the annual report and parents evenings. In addition there will be IEP reviews and annual reviews for pupils with an Education Health Care Plan. However if parents have any concerns about how their child is progressing they should contact the base tutor at any time.

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

Progress and attainment are monitored using a variety of data sources both summative and formative. These include teacher assessment, IEP reviews, annual reviews, internal assessment and reading and spelling ages.

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

All pupils are included on trips and school activities as far as possible. Appropriate support is put in place to ensure the trip is accessible for pupils.

13. How accessible is the school environment? How accessible is the curriculum?

In the school there are disabled toilets, ramps etc

The curriculum is differentiated to meet pupil needs. Ipads and computers are used regularly in class to support with recording work.

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

15. How will the school prepare and support my child to transfer to a new setting/school/college?

In Year 6 we begin the transition planning process.

All appropriate agencies will be part of the transition planning process.

Your child may also like to attend 'taster' sessions in their new setting and these can be arranged.

The school will liaise with the new setting and ensure all records and information are transferred.

16. How can I be involved in supporting my child?

Effective communication between home and school strengthens a partnership that will support in raising pupil outcomes. Throughout the academic year parents will receive information detailing how well their child is learning in all subjects. We

encourage parents to talk to their child(ren) about their grades and discuss how targets outlined in the reports can be achieved.

If parents visit or contact the academy for any reason, they are welcomed and their concerns or questions will always be taken seriously and acted upon.

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

For further information and support please contact the school, Local Education Authority or Liaise liaise@lincolnshire.gov.uk.