

**Special Educational Needs and Disabilities**  
**Annual Information Report**  
**January 2020**

SEND Co-ordinator: Lianne McGagh

SEND Governor: Geoff Barnes

**SEND School Profile (Market Rasen)**

At the start of the academic year 2019-2020, pupils with SEND made up **17.8%** of the whole school population.

**Number of Pupils with SEN**

September 2019	Rec	Y1	Y2	Y3	Y4	Y5	Y6
SEN Support	5	8	8	6	8	6	10
EHCP	1	0	0	0	2	0	0

**Gender of Pupils on SEN Register**

Gender	Pupils	%
F	15	28%
M	39	72%
Grand Total	54	

**SEND by area of Need**

(Some children will have identified needs in more than one area)

Year	Interaction & Communication	Social, Mental & Emotional	Cognition & Learning	Sensory & Physical Development
R	4	4	3	4
1	5	2	7	3
2	3	1	7	1
3	2	1	5	0
4	5	5	8	5
5	4	4	5	2
6	2	5	7	4
Grand Total	25	22	42	19

## **SEND School Profile (Nettleton)**

At the start of the academic year 2019-2020, pupils with SEND made up **18.3%** of the whole school population.

### **Number of Pupils with SEN**

September 2019	Rec	Y1	Y2	Y3	Y4	Y5	Y6
SEN Support	0	1	1	3	1	3	7
EHCP	0	0	0	0	0	0	0

### **Gender of Pupils on SEN Register**

Gender	Pupils	Percentage
F	6	37.5%
M	10	62.5%
Grand Total	16	

### **SEND by area of Need**

(Some children will have identified needs in more than one area)

Year	Interaction & Communication	Social, Mental & Emotional	Cognition & Learning	Sensory & Physical Development
1	0	1	0	0
2	1	1	0	1
3	2	1	2	0
4	0	0	0	1
5	2	3	2	1
6	4	3	6	2
Grand Total	9	9	10	5

## **Introduction**

The school aims to meet the needs of every child, including those with Special Educational Needs and Disabilities so they may reach their full potential and enjoy their learning.

SEN (Special Educational Needs) covers four different main areas.

1) **Communication and Interaction**

Children might be struggling to make friends, they could be finding it difficult to get their point across, or be having difficulties contributing to class discussions. They may have identified Speech and Language Difficulties.

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.

2) **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) or severe learning difficulties (SLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3) **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. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4) **Sensory and/or physical**

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. 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 may also present with difficulties in sensory processing. For example they may demonstrate sensory seeking or sensory avoiding behaviours.

Frequently there will be an overlap between these areas – there may be a number of different factors contributing to a child's need for extra support in school.

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*It is estimated that between 15% and 17% of children have special educational needs at some time in their school life and 3% of those may require extra provision through an Educational Health Care Plan.*

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

If you think your child may have special educational needs, your first point of contact will be your child's class teacher. You can contact them by email or by arranging an appointment directly with them or through the school office.

Alternatively, we have a dedicated Special Educational Needs & Disabilities Coordinator (SENDCo), who works across both schools in the federation, who you can email at any time ([lianne.mcgagh@marketrasen.lincs.sch.uk](mailto:lianne.mcgagh@marketrasen.lincs.sch.uk)).

If you prefer, you can arrange to meet with the SENDCo by contacting either school office.

## How will the school respond to my concern?

Your child's class teacher will listen carefully to your concerns or to the reasons why you feel your child may have special educational needs.

They will then gather any information needed (i.e. any assessments, observations).

If the class teacher then feels it is appropriate, they will pass your concerns and any information on to the SENDCo (Special Educational Needs and Disabilities Co-ordinator).

You will be contacted by the SENDCo either by phone, email or letter in order to find out more detailed, specific information regarding your child's individual needs.

You may be asked to come to an initial meeting.

The SENDCo may also meet with your child to gain your child's views and experiences.

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## *Talk to us!*

*We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.*

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## How will the school decide if my child has Special Educational Needs?

There are a various things we may consider when deciding whether your child has a Special Educational Needs.

### Progress

Class teachers, alongside the Senior Leadership Team make regular assessments of all pupils' progress. In identifying children with SEN, we particularly look for:

- Progress which is significantly slower than that of their peers starting from the same baseline.
- Progress which fails to match or better the child's previous rate of progress.
- Failing to close the attainment gap between the child and their peer.
- The attainment gap widening.

It can include progress in other areas other than attainment- for example social development.

Where a child is making less than expected progress, the first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected, the class teacher, working with the SENDCo, should assess whether the child has SEND.

### Other ways of gathering evidence:

- A previous school, pre-school, or nursery may give us information about previous difficulties or support that your child has had.
- You, as a parent, might come to us and say that you think your child needs extra support in certain areas.
- Observations over time in a variety of different environments to get the whole picture of your child's development.
- Pupils may say themselves that they are finding a particular element of school challenging.
- Information from professionals involved with your child outside of school i.e. from a paediatrician or physiotherapist.

In all cases we will assess the situation and information available to us, monitor how things have been going lately in order to make the right decision for your child.

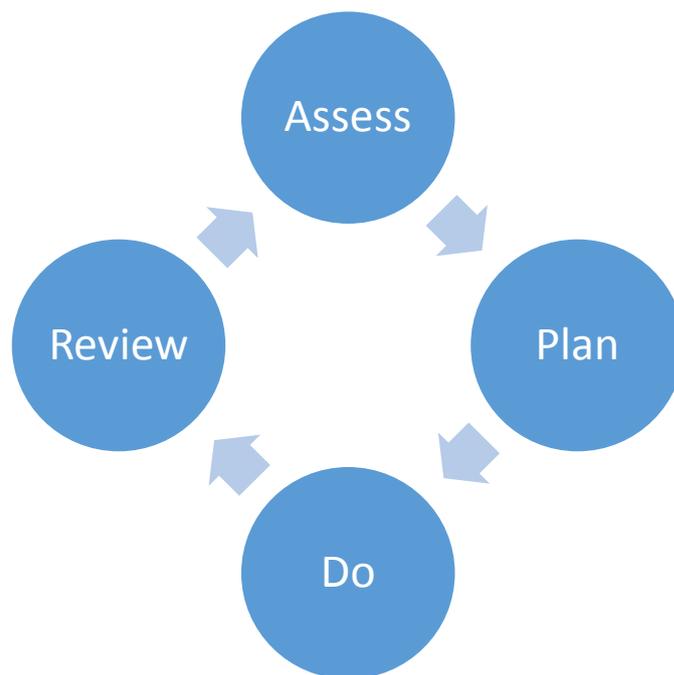
"For some children SEND can be identified at an early age. However, for other children and young people, difficulties only become evident over time." (Guidance on SEN Support; LCC;2018)

If your child is identified as having special educational needs then your child will be placed the [Special Educational Needs Register](#).

## What will the school do to support my child?

“Where a child or young person does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on ‘additional to’ or ‘different from’ interventions- a graduated response.” (Guidance on SEN Support; LCC; 2018)

This is often referred to as the assess-plan-do-review cycle.



### Assess

This is the stage where we assess the areas of need, taking into consideration information from all relevant parties involved, including the child. (Refer back to progress section previously.)

### Plan

As part of this planning stage, everyone involved, usually including the pupil will create a Pupil Profile.

A Pupil Profile is a document which will describe your child’s needs. It will include the following:

- Advice and suggestions for teachers on how they can support your child in class.
- Time limited and SMART targets.
- Suggested interventions to be put in place in order to support these targets. These are extra sessions in addition to your child’s normal timetabled lessons, which may support their specific area of need. They can be led by Teachers, Teaching Assistants or specialist staff.
- A date for review

The pupil profile will be accessed by your child's class teacher and any other adults involved with supporting your child.

### Do

Once we have finished planning and putting together the pupil profile the most important stage begins – we will put the plan into action. This is the core of the process, and we will regularly monitor progress throughout this time. The pupil profile is a working document and can be added to or amended at any time.

Your child's progress will be monitored by their class teacher and SENDCo and the support they access will be regularly reviewed, in agreement with you and your child. If outside agencies are involved, we will work closely with them to ensure the best outcome for your child.

### Review

The quality and effectiveness of the plan is evaluated by the review date. This information is shared with parents and carers usually at Parent Teacher Consultation Evenings and Summer SEN Review meetings.

“If little or no progress is made through the assess, plan, do, review approach, the school should consider seeking external support. At that stage, external support services should be helping to develop interventions aimed at addressing continuing barriers to achievement” (Guidance on SEN Support ; LCC; 2018)

## Further support (EHCP)

“Where a child with SEND continues to make little progress over time, despite the input of a robust graduated approach and the support of external specialists, the setting may consider asking the local authority to undertake a statutory assessment of the child's SEND, through a request for an [EHC](#) needs assessment.” (A Guidance on SEN Support; LCC; 2018)

Additionally, if a pupil's needs are severe, complex, and lifelong, the federation will liaise with specialist services to request an EHCP.

EHC stands for Education, Health and Social care. So an EHC Plan is a single action plan that includes all three of these areas if necessary. From September 2014, EHC plans will, by law, replace Statements of Special Educational Needs for children with SEND.

An EHCP Plan would support a child where there is “evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to a school setting. “ (A Guidance on SEN Support; LCC; 2018)

An annual review of an EHC plan must be made by the local authority as a minimum of every twelve months.

## Provision Mapping

To keep track of the things we are doing to help children with their learning, each class/year group has a 'Provision Map'. This is a document which shows all of the different interventions we have put in place. It is continually updated as pupil progress is reviewed, usually 3 times per year.

Our Provision Maps keep records of:

- what the areas of need are
- which children are involved
- an updated record of what progress has been made

## Who will support my child in school?

Who	How and Why
<b>Class Teacher</b>	High quality teaching to support the child's area of need. Sets targets based on your child's needs. Will be ultimately responsible for ensuring the intervention is provided and its effectiveness monitored. May provide additional intervention outside of their normal class teaching.
<b>SENDco (Lianne McGagh)</b>	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 agency support, including writing letters of your child's need to GPs. Will lead review meetings and complete relevant paperwork.
<b>Teaching Assistants</b>	Day to day support within the classroom (maybe 1:1 or in a small group). May provide additional intervention, e.g. handwriting, additional reading, scribing in writing, maths practise). Directed by the teacher to support the targets set.
<b>Learning Support Assistants</b>	LSAs support specific children in meeting their targets on a 1:1 basis.
<b>Other members of teaching staff</b>	Other members of teaching staff may have been allocated specific time in the timetable to deliver intervention packages to small groups of children or individuals.
<b>Who else? (see below)</b>	Specialist agencies and/or professionals may come and assess your child to see where there area of need is. They may work with small groups of children who have similar targets. Parental permission will always be obtained first before your child works with any outside agency.

If your child requires more specialist support, other people may be asked to help us to support your child in school. This may be:

- Educational Psychologist (EP)
- Speech and Language Therapist (SALT)
- GP for referral to Child and Adult Mental Health Service (CAMHS) or Consultant Paediatrician
- The Working Together Team (WTT) (Social and Communication Outreach)
- Physiotherapist
- 0-19 service. Health Visitors or Children and Young People's Nurses
- Occupational Therapist (OT)
- Specialist Teaching Team (STT)
- Community Paediatrician (CP)
- Sensory Education and Support Team (SEST)
- Behaviour Outreach Support Service (BOSS)
- Counselling services including Grief and Loss or CASY
- Healthy Minds
- Children's Services
- In house Parent Support Advisor (PSA)
- Children's Centre

## What support is there for my child's emotional and social well-being?

If your child needs some emotional or social support their class teacher is always available to offer help and advice.

We also have two trained TAs who are trained as an ELSA (Emotional Literacy Support Assistant). The ELSA can offer weekly one to one or group support for targeting specific social and emotional needs. This can be discussed with your child's class teacher.

If your child has particular social and emotional needs that are more complex, we are able to make referrals to specialist agencies, which are able to offer advice to parents and schools on how best to support your child.

## Attendance

We regularly monitor attendance, and fully support pupils who are returning after a period of absence. Where needed we will take the necessary actions to prevent prolonged absence including support from school staff and specialist agencies (if required).

## Medical Needs

The federation has various policies supporting children with specific medical needs including:

- A policy regarding the administration and managing of medicines on school sites.

For children with specific medical needs we, alongside medical professional advice, produce Individual Healthcare Plans which details the child's need, what to do in order to meet the needs of the child, and what to do in a medical emergency.

- Intimate Care policy

Alongside this policy we produce Intimate Care plans for children who require additional adult support in meeting their own intimate care needs. In agreement with parents, the plans detail who will support the child and when, any additional resources required to support the child and how support will be recorded and shared with parents.

Where appropriate, medical risk assessments are produced.

As a staff we have regular first aid training and updates of conditions and medication affecting children so that the vast majority of staff is able to manage medical situations.

Termly, a member of staff will check the medicine cabinet to ensure that any medicines that your child may need are available and in-date.

## Social Development

We offer a wide range of activities to cater for the different interests of the pupils, some of which take place after school. Extra-curricular activities are available for your child to join; including Physical Activities, The Arts and Music and Drama.

All children are included in all parts of the school curriculum.

We also have various interventions which can be put in place to support your child's social development.

## Safety

Where there are concerns for safety and access, a personalised risk assessment is written and shared with all parties. This will detail any reasonable adjustments that need to be made to meet your child's needs.

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

If your child has SEND then they will require support that is 'additional to' and 'different from' the rest of the class. This does not always mean that they need to be taught outside of the classroom, it

simply means planning and teaching will be adapted to make the learning more personalised for the specific needs of the child.

Some examples of these strategies are listed below:

<p><b>Using ICT to record</b> e.g. using an alpha smart, taking photos, voice recording; alternatives to writing</p>	<p><b>Using ICT to support learning</b> e.g. basic skills apps; phonics; maths; typing skills</p>	<p><b>Use of pre-learning</b> e.g. sharing key points of the learning prior to the lesson so your child is more prepared</p>	<p><b>Use of different groupings</b> e.g. grouping by ability and mixed ability grouping dependent on the subject</p>
<p><b>Using concrete apparatus</b> e.g. practical resources in maths (tens and ones; cubes, 100 squares); magnetic letters for spelling</p>	<p><b>Using of seating for learning</b> e.g. careful positioning on the carpet/at tables; position near an adult</p>	<p><b>Using of talking partners</b> e.g. sharing ideas; peer learning and assessment</p>	<p><b>Use of visual aids</b> e.g. visual timetables; displays; working walls; word mats</p>

## How will I know how my child is progressing?

You will be kept informed of how well your child is progressing in a number of ways:

- Appropriate daily communication
- Parents consultation evenings (twice a year). Longer time slots are available for children with SEND
- Summer SEND Review Meetings
- Additional meetings as required
- Email and telephone correspondence if appropriate
- Termly reports
- End of year reports

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

Our schools measure the progress of all of our children against National Age related expectations of the National Curriculum. The progress of your child will be measured against these National Age related expectations on a termly basis. This will be done through a mixture of formal testing and more informal day-to-day teacher assessments. Each child's progress is recorded on our tracking system and on our provision maps.

From our assessments, termly targets are set based on what the children still need to learn or need to develop.

For the children in our reception classes, their achievements are measured against the early learning goals and a learning journey created to evidence their achievements.

We also have a strong focus on assessment for learning. This encourages children to assess their own learning. This can be done through a number of ways.

- Using a traffic light system to judge whether they have understood the lesson against the learning objective.
- Using thumbs up/thumbs down to show their understanding.
- Using marking ladders to mark their own and others work by ticking off which things they have used.
- Use of talk partners to share their ideas.
- Use of peer assessment.

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

We frequently use educational visits and residential trips (in Year 3/4 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. 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.

At both schools we run a breakfast club. The breakfast club offers specific children the opportunity to come into school before the start of lessons, to go through the routines and expectations of the school day and to catch up on any homework or do a little extra reading. It also provides them with a healthy breakfast to be ready for the school day.

## How accessible is the school environment?

To support your child in accessing the school, the facilities we have are:

- Ramp access to our classroom and via the main entrances.
- Support to communicate with English as an additional language (EAL) parents would be provided by the Ethnic minority service.

- Access to state-of-the-art ICT equipment (including i pads).

## 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:

- Send our reception teachers to visit the nurseries to meet your child.
- Receive and use relevant paperwork from the nursery, e.g. your child's learning journey, any SEN or medical information.
- Arrange at least 6 transition visits before your child starts school, including opportunities for your child to meet some of the children currently in Reception.
- Meet with children's key workers to discuss your child's individual needs.
- Hold an induction evening in the summer term before they start, where you will meet your child's class teacher (and others in the school team), 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.

Transition between year groups also involves:

- Sharing of information between class teachers (including paperwork, successful strategies)
- Class swap afternoons where your child will meet their new teacher
- "Meet the teacher" sessions in the Autumn term to meet your child's new teacher

## How will school prepare and support my child to transfer to secondary school?

We recognise that moving on to secondary school is a huge change for everyone involved and perhaps even more so for a child who has SEND. We have strong links with our secondary schools and will support your child by:

- Providing additional transition days, separate to the rest of the year group, where the children can spend more time looking round and becoming familiar with the timetable and routine.
- Completing transition books (where necessary) to support your child in becoming more familiar with their new school (i.e. timetable, routine, staff).
- Providing their new school with all the information about the needs of your child through meetings, emails or telephone conversations and by passing on all relevant paperwork.

## How will I be involved in supporting my child?

We highly value the support that you can offer your child in their education. We would like to encourage you to:

- Attend all parents' evening and SEN review meetings.
- Support your child with homework if needed.
- Inform us of any changes regarding your child's family or personal circumstances.
- Communicate any concerns you may have to your child's class teacher or SENDCo.
- Offer other support relating to your child's targets as part of the review process
- Become involved in the wider life of the school e.g. support school trips, share talents.

We can also help you support your child by offering:

- Games for developing memory, spellings, maths
- Useful websites and apps
- Strategies for reading
- Specific agency advice – could be games, organisational strategies (e.g. visual timetables), behaviour management strategies
- Letters to support referrals to Paediatricians

## How can I access support for myself and my family?

See Lincolnshire Local Authority Family Services Directory online  
<http://search3.openobjects.com/kb5/lincs/fsd/home.page>

Lincolnshire's Parent Carer Forum [www.lincspcf.org.uk](http://www.lincspcf.org.uk)

We can direct parents to appropriate support groups and agencies if necessary.

## 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  
([firstname.surname@marketrasen.lincs.sck.uk](mailto:firstname.surname@marketrasen.lincs.sck.uk))  
([firstname.surname@nettleton.lincs.sch.uk](mailto:firstname.surname@nettleton.lincs.sch.uk))

Lianne McGagh (SENDCo)

Email: [lianne.mcgagh@marketrasen.lincs.sch.uk](mailto:lianne.mcgagh@marketrasen.lincs.sch.uk)

Telephone: 01673 842395

## Some useful contacts

Organisation	Telephone	Website/Email
Lincolnshire County Council Support and Aspirations	01522 782030	<a href="http://www.lincolnshire.gov.uk/parents/support-and-aspiration/">http://www.lincolnshire.gov.uk/parents/support-and-aspiration/</a>
Lincolnshire Children's Services	01522 554673	<a href="https://www.lincolnshire.gov.uk/parents/caring-for-children/how-to-contact-childrens-social-care/">https://www.lincolnshire.gov.uk/parents/caring-for-children/how-to-contact-childrens-social-care/</a>
Parent Partnership	01522 553351	<a href="http://www.lincolnshireparentpartnership.org.uk">www.lincolnshireparentpartnership.org.uk</a>
Parentlineplus	0808 800 2222	<a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a>
PAACT (Autism Support)		<a href="mailto:paactsupport@hotmail.co.uk">paactsupport@hotmail.co.uk</a>
Lincolnshire	01522 539939	<a href="mailto:lincoln.adhd@btconnect.com">lincoln.adhd@btconnect.com</a>

ADHD Support Group		
EMC Services Equality for Minority Communities	01427 787190	<a href="mailto:emc_lincs@lincolnshire.gov.uk">emc_lincs@lincolnshire.gov.uk</a>
Family Action	01522 69010	<a href="mailto:lincoln@family-action.org.uk">lincoln@family-action.org.uk</a>
Lincolnshire Centre Grief & Loss	01522 546168	<a href="http://www.lcgl.org.uk/">http://www.lcgl.org.uk/</a>
Sunflower Counselling	07806 327563 (Becky)	<a href="http://www.sunflower-counselling.co.uk">www.sunflower-counselling.co.uk</a>
Market Rasen Children's Centre	01673 844703	
Health visitors/ children and young people's nurses (previously known as school nurses)	01522 84300	

Supporting Document:

Guidance on SEN Support. Lincolnshire County Council; 2018

