SEN
Information Report

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1. What is an SEN Information Report?

A Special Educational Needs (SEN) Information Report should help children, young people and their families understand the support and provision available to children and young people with special educational needs and/or disability (SEND) in a school.

The Children and Families Act 2014 sets out in law that all children, young people and their families can access the right support and provision to meet their needs. The SEN Information Report should therefore help families to make good choices about what provision and support is best for their child. Throughout the duration of a school placement, the SEN Information Report should continue to be a source of information about how the setting implements its SEND Policy.

Our Keystone Academy Trust SEN Information Report should answer all the questions that you may have about how we meet the needs of our pupils with special educational needs and/or disabilities. As a trust, we have the same high aspirations for all our pupils, and so our policies and procedures are the same across each school. However, each school within our trust has its own distinct personality, and so each school's SEN Information Report will be slightly different.

2. What is a 'Special Educational Need' (SEN)?

A Special Educational Need (SEN) is a difficulty or barrier that affects a child's ability to learn and to access the curriculum.

According to the SEND Code of Practice 2015:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

3. What is a disability?

A disability is a long-term health condition which causes a difficulty or barrier to learn or to access the curriculum.

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'

4. Who do I speak to if I think my child has special educational needs and/or a disability or if they already have been identified as having SEND?

If you have any general concerns about your child, you should always speak with your child's class teacher in the first instance, as they will probably be able to give you the information that you need. If you have some more specific questions relating to Special Educational Needs (SEN) which the teacher is unable to answer, then you will need to speak with the Special Educational Needs Co-ordinator (SENCo). Class teachers and staff will also speak with the SENCo if they have any concerns about your child.

5. What is a SENCo?

The SENCo is responsible for anything relating to 'Special Educational Needs and Disabilities' (SEND) within the school. They make sure that any special educational needs are identified and that the right support is put in place to help our pupils. Other duties include:

- Supporting staff
- Supporting parents/carers
- Making referrals to Outside Agencies
- Linking with Outside Agencies, gathering advice and making sure that it is put in place
- Providing the correct help and equipment for pupils
- Linking with other schools to support transitions
- Linking with the SEND Team at the Local Authority

6. Who is the SENCo at the school and how can they help?

The SENCos at our school are Mrs Sharon Humphreys, Mrs Abi Coles and Mrs Amy Arnold. You can either telephone or email the school to make an appointment using the school's main phone number and email address should you wish to speak with them about your child.

They will be able to offer advice about how to identify if your child has any special educational needs and what support they might need. They can make direct referrals to many Outside Agencies and lead multi-agency meetings to make sure that your child's needs are met in school. They can also provide advice about any family needs and suggest who can help.

7. How will you know if my child has a special educational need and/or disability?

The SENCo, in agreement with the Headteacher and class teacher, will make the decision that a child has SEN and needs extra support to help them to learn. This is not a medical diagnosis, only a recognition that the child is finding it harder to learn than other children of the same age, despite extra support. The child will be placed on our 'Special Educational Needs and Disability (SEND) Register' in discussion with parents/carers so that we can outline the support that they need. You can read our school's SEND policy for more information, which can be found on our school's website.

8. What is a SEND Register?

This is a list of all the pupils in the school and class who have special educational needs (SEN) and/or a disability. This makes it easier for the SENCo and staff to monitor those pupils who need extra help.

If your child is placed on the SEND Register, then they will start to receive extra help. This will be set out on an Individual Education Plan so that you can see what help your child is receiving and how often.

Some pupils with significant needs will always be on the SEND Register because they will always need help. Other pupils may only need help for a short amount of time and if they no longer need any help, then they will be removed from the SEND Register in discussion with parents/carers.

9. How do I get a 'diagnosis' for my child?

Pupils do not receive a 'diagnosis' of special educational needs. Pupils only receive a diagnosis if they have a specific difficulty. A specific difficulty is something that can be identified by an expert/medical practitioner, to be a particular barrier to learning, such as Dyslexia, a social communication need, ADHD or a medical need. (This is not an exhaustive list)

If you are concerned that your child has a specific difficulty such as ADHD or Autism, the SENCo can make a direct referral to the Community Paediatrician based at the school's local hospital. 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. Our school buys in the services of a Specialist Teacher from the Local Authority. They can identify if a pupil has difficulties consistent with Dyslexia 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 can make a referral to the 'Speech and Language Therapy Service' (SALT). A therapist may then assess and identify if your child has a specific speech and/or language difficulty and provide advice about how best to support their needs.

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 many months, and in some cases, over a year 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.

We do not wait until a diagnosis has been made to put support in place, since this can be a very long process. If it is very clear that your child has a difficulty and is struggling to learn, we will do everything that we can to help them.

If a diagnosis is made, we will ask advice from the relevant Outside Agencies about how best to help your child. This advice will be identified on your child's Individual Education Plan and 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.

10. How will the school help my child to access the curriculum if they have special educational needs and/or a disability?

It doesn't matter at what point we or someone else has identified that your child has special educational needs and/or a disability, we will put extra support in place to help your child at our school as quickly as possible.

Each child's needs are unique and so each child will receive different support, depending upon their specific needs, to make sure that they can access every lesson. 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 our school can provide to make sure that each child accesses learning:

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, e.g., IDL, Wordshark, Precision Teaching, Numbers Count
- 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
- Use of Makaton - an early sign language tool
- Use of visual/picture resources to support language and communication e.g., WIDGIT

Social, Emotional and Mental Health

- De-escalation plans which outline a pupil's difficulties and the best strategies to use to help them
- Social skills games
- Reward strategies
- Access to trained staff members who are able to deliver group or individual interventions

You can read our Anti-bullying Policy, Behaviour Policy and Equality Policy for issues relating directly to bullying, behaviour and stereotyping which can be found on our school's website.

Medical, Physical and Sensory Needs

- Specialist equipment such as seating, writing slopes, pencil grips and calmers
- Sensory circuits
- Specialist training from outside agencies, such as specialist nurse for pupils with disabilities and teachers of the hearing and/or visually impaired

Our Keystone Academy Trust Provision Map (which can be found in our SEND Policy) also shows all the adaptations that we make to ensure that all pupils, including those with SEND, can engage in learning.

11. What equipment and resources do the school have to help my child?

Over the years we have supported many pupils with significant difficulties and so we have lots of equipment and resources already in school. Below are some examples.

- Disabled toilet
- Shower facilities
- Sensory circuits
- Seating cushions, wedges and specialist seating
- Writing slopes
- Magnifying domes
- Coloured overlays
- Pencil grips and specialist writing pens
- Calmers (squeezy/stress balls etc.)
- Sand timers
- Physiotherapy equipment, e.g., gym mats and gym balls
- Occupational therapy equipment, e.g., non-slip mats, weighted dolphins

12. What enhanced adult support is available?

If the SENCo and Headteacher feel that they have put lots of extra support in place and it is not helping your child to make progress, we may consider giving your child extra group or individual support. The amount of support that they receive would be different for every child depending on their specific needs and how much progress they have made. Normally a child would have lots of Outside Agency support before we would decide to provide extra adult support. We would discuss any extra adult support with you at review meetings so that we can ask for advice from the professionals involved.

13. How will you make sure that my child can take part in all school activities?

We make the following adaptations and reasonable adjustments to ensure that all pupils' needs are met, through:

- Adapting our curriculum to ensure that all pupils are able to access it, for example; grouping, individual support, practical approaches, lesson content etc.

- Adapting our resources and staffing.
- Use of equipment such as; laptops, i-pads, visual aids, social stories, coloured overlays, larger font etc.
- Adapting our teaching, for example; giving longer processing times, pre-teaching of vocabulary, post teaching for understanding etc.

Staff always work hard to plan lessons and activities that all children can take part in, to achieve their potential. Any strategies and professional advice identified on the child's personalised plan, whether medical, behavioural or academic, will be put in place to allow lessons and activities to be accessible.

We always make reasonable adjustments for pupils and their parents/carers, where we can. We work closely with parents/carers and any Outside Agencies who give us advice about how to best support each child, so that they can take part, this includes school trips and residentials.

14. Is the school accessible if my child has a disability?

We have made lots of adjustments to our school to help pupils with a disability. Most external doorways have ramps for those with walking disabilities. We have a disabled toilet with a large shower facility. Corridors are sufficiently wide for anyone in a wheelchair, with push button entry within our main entrance. There is also disabled car parking available. You can read our school's Accessibility Plan for more information, which can be found on our school's website.

15. How will you prevent my child from being treated less favourably than other children, if they have a disability?

Disability is a 'Protected Characteristic' which we must safeguard against discrimination under the Equality Act 2010. We will always work hard to make reasonable adjustments so that children with a special educational need and/or disability can access school life and feel happy and safe. You can read our Pupil Equality Policy for more information, which can be found on our trust website.

16. What training and expertise does your school have?

We know how important it is that our staff are well trained and knowledgeable about how to support pupils with SEND and specific difficulties so that we can offer the best opportunities. Therefore, the majority of our staff are regularly trained in the following areas:

- Dyslexia
- Autism
- ADHD
- Attachment Disorder
- Speech and Language
- Behaviour
- Hearing Impairments
- Epipen training
- First Aid (some staff trained in Paediatric First Aid)

Other key members of staff have also had the following training:

Staff members	**Training/Qualification**
SENCos Sharon Humphreys Abi Coles Amy Arnold	National SENCo Award
Amy Burton Becky Bradman	Early Years SENCO training
Sharon Humphreys and Katie Knott	Positive Handling – Team Teach Level 1
Angela Pinchin	Qualified Child Counsellor
Gail Williams and Sharon Burgwine-Jones	ELKLAN
A wide range of staff	Diabetes
Sharon Humphreys Kylie Giles Laura Gill	Makaton Level 1,2,3,4 and safeguarding Makaton Level 1 and 2 Makaton Level 1

17. Do you use any expertise from outside the school?

The SENCo would normally decide that the school needs advice from an Outside Agency because the support already put in place has not helped the pupil to make enough progress. This would be discussed with the parent/carer, and a joint decision would be made and parental agreement given.

An Outside Agency is an agency, service or profession used by the school to offer advice about how best to support a pupil's needs. The SENCo can refer to most of these agencies directly. Most agencies used by the school are to provide expert advice, but the SENCo can also refer to, or advise you, about services that can support a parent/carer or family. Most referrals will require parental/carer permission, and a referral form will need to be signed. The school cannot access agency support without this permission. Our school uses the following Outside Agencies:

Cognition and Learning (Learning Needs)

- **Educational Psychologist -** Assessed or observed within the school setting to provide advice about educational needs
- **Specialist Teacher -** Assessed within the school setting. The assessment then outlines a pupil's strengths and weaknesses and can identify, for example, Dyslexia

Communication and Interaction (Speech and Language)

- **Speech and Language Therapy Service (SALT)** - Pupils can be seen by appointment at the hospital, assessed within the school setting or assessed online

Social, Emotional and Mental Health

- **Behaviour Outreach Support Service (BOSS) -** Assessed or observed within the school setting to provide advice for social, emotional and behavioural needs
- **Counsellor -** Direct work provided to support the pupil's emotional or mental health needs
- **Child and Mental Health Service (CAMHS) -** Support will normally be provided in the hospital setting to support the pupil's emotional or mental health needs
- **Working Together Team -** Observed within the school setting to provide advice about social, communication or behavioural needs, including Autism
- **Healthy Minds -** Provides emotional wellbeing support for children and young people up to 19 years old

Medical, Physical and Sensory Needs

- **Community Paediatrics (NHS) -** They provide medical advice and can diagnose specific difficulties such as ADHD and Autism. Pupils would be seen by appointment at a local hospital
- **Teacher of the Hearing Impaired -** They provide advice to the school about how to support a pupil with a hearing impairment
- **Teacher of the Visually Impaired -** They provide advice to the school about how to support a pupil with a visual impairment
- **Physiotherapist -** They provide advice about physical difficulties (gross motor)
- **Occupational Therapist -** They provide advice about physical difficulties (fine motor)
- **Children and Young People's Nursing Team (0-19 Team) –** They can provide advice within their clinics often at the local hospital, within the family home or within the school setting

Other Services

- Lincolnshire SEND Team
- Targeted Youth Support Workers
- Family Action
- Home Start
- Young Carers
- Youth Offending Service
- Ethnic Minority and Traveller Education Team (EMTET)
- Portage

18. How can my family and I get support?

The SENCo will be able to advise you about what support is available both within the school and through Outside Agencies. In most cases the SENCo can make a direct referral to the professionals that you need in order to get advice or help.

In some cases where the help is not educational, one of the SENCos will need to complete an 'Early Help Assessment' form to identify the help that you or your child need. In some cases, this could lead to family support from a Family Help Worker.

If you need specific support for your child's special educational needs and/or disability, there are other services which can help you:

- Lincolnshire Parent Carer Forum: https://www.lincspcf.org.uk
- LIAISE: Homepage – Liaise Lincolnshire
- IPSEA (Independent Parental Special Education Advice): https://www.ipsea.org.uk

19. What is the Local Authority's Local Offer?

Every Local Authority has to publish a 'Local Offer' on its website, which outlines all the support available to children, young people and their families who have or may have special educational needs and/or disabilities. This is where to find Lincolnshire's Local Offer: SEND Local Offer – Lincolnshire County Council

20. How will you involve me and my child in making decisions?

Discussion

If any member of staff has a concern about your child and thinks that they are finding it difficult to learn compared with other children in their class, then they will discuss their concerns with the SENCo. If the conclusion is that your child may have special educational needs, either the class teacher or SENCo will discuss these concerns with you and together you will decide the best course of action. This will normally be to place your child on our Special Educational Needs Register and to provide extra support to help them.

Meetings

We will formally discuss the progress of your child with you, three times a year, each long term at parent consultations. However, if there are any concerns in between these points, then we will hold informal discussions with you. This could be with the class teacher or SENCo.

If an Outside Agency is supporting your child and providing advice, then we may ask to hold further meetings with you to listen to advice and to plan next steps.

If we have any meetings with you or have to complete any paperwork, we will ask your child how they think they are getting on so that their views are heard and taken into account. If appropriate, we

encourage children to attend meetings so that their views can be heard by everyone, but if not, then we will gather their views beforehand to share at the meeting.

Individual Education Plans

If we have identified that your child has special educational needs (SEN) we will produce an Individual Education Plan for them and share this with you and your child at parent consultations. The Individual Education Plan will identify the following things:

- Your child's strengths and interests
- Areas that your child finds difficult
- What the school is going to do to help your child e.g., strategies and interventions
- The targets that we would like your child to achieve over the term

The Individual Education Plan will be updated three times a year to make sure that it is still up to date and effective.

21. How will you assess and review the progress that my child is making?

Our school follows a 'Graduated Approach' using a four-part cycle of; **assess, plan, do, review.** The class teacher will regularly be assessing the pupils' needs and where a child has special educational needs and/or a disability, they will work with the SENCo. Teacher assessments will draw on the following:

- The teacher's assessment and knowledge of your child
- Your child's previous progress, attainment and behaviour
- Your child's development in comparison to their peers and national data
- Your views and your child's views
- Where appropriate, any assessments or advice from Outside Agencies

Most teacher assessments will take place three times a year but could be more frequent. Teacher assessments will also help us to review the effectiveness of the support and interventions identified on your child's Individual Education Plan and the impact that it is having upon your child's progress.

22. What is an EHCP (Education, Health and Care Plan)?

If a child has significant special educational needs and the school has exhausted its provision and Outside Agency support, but the child is still not making progress, a request can be made to the Local Authority for an Education, Health and Care Needs Assessment. If awarded, an EHCP is a legal document which identifies the child's needs and the provision that that school must put in place to support them. The support identified on the plan, is much more significant than that routinely available to the school for other pupils with SEN.

23. How can I get an Education, Health and Care Plan for my child and how long does it take?

The following people can make a request to the Local Authority for an Education, Health and Care Needs Assessment; the parent, the school, your GP or an Outside Agency supporting the child. If anyone other than the school makes the request, the Local Authority will still ask the school for detailed information about your child. However the request is made, the Local Authority will want to see as much evidence as possible about your child's needs, what has been put in place to help them and what impact the support has had on your child's progress. The process takes 20 weeks. Not all children will be successful in their requests for an EHC needs assessment if the Local Authority judges that their needs can be met through the school's normal reasonable adjustments.

24. How will you support my child when they move from one phase of education to another? E.g., Nursery to school, primary school to secondary school

Entry into EYFS/Reception

If your child attends a pre-school/nursery, the SENCo there will normally inform us that your child will be joining us and that he/she has special educational needs and/or a disability. The SENCo at our school will then attend any meetings at the pre-school before they start school, so that we have a clear picture of your child's needs and what support they might need when they join us. If your child does not attend a pre-school/nursery and he/she has special educational needs and/or a disability,

then we would gather this information from you during school events such as open mornings/evenings and visits to school.

If any support is needed, we will try to have it in place as soon as they start, for example any training or equipment. The SENCo will also speak with outside agencies involved to make sure that any advice is in place.

If your child has significant needs, they may need some extra visits to our EYFS/Reception class in addition to those already provided.

Joining school at other times, e.g., mid-year

If your child joins our school at any other time in their school life and they have special educational needs and/or a disability, their previous school should send us all their pupil information. We will then initially rely on the information that they send us. It would be useful if you could tell us all about your child and their needs too. The information from the previous school should tell us what support has already been in place. We will use this information as a starting point and try to provide similar support within a short space of time. If Outside Agencies are involved, the SENCo will contact them so that they continue to support your child in our school. This will often be through a review meeting to which you will be invited.

Moving from one class to another

When your child moves from one year group to another, the two teachers (current and new) meet together to discuss each pupil. The current teacher will pass on any significant information to the new class teacher, so they are kept fully informed. All paperwork and any Outside Agency reports are passed on to the new teacher so that they have a full understanding of your child, their needs and what support needs to be in place to help them. The SENCo will also ensure that new teachers and support staff are informed about your child's needs so that there is a smooth transition between classes and support continues as soon as your child starts in their new class in the new academic year.

Moving to another Primary School

If your child moves to a new school for any reason mid-year, once we have been informed that they are on roll at their new school, we will send on any relevant paperwork, including documents such as Individual Education Plans and Outside Agency reports. The new school will then have all the relevant information needed to put support in place as soon as your child joins them. It is always helpful for

you to also keep the new school staff informed and to make sure that they have received the paperwork from us.

Moving to Secondary School

The SENCos at our school meets with all the secondary school SENCos during the final term of Year 6 to inform the new SENCo of all pupils with special educational needs and/or disabilities joining their school. Details of your child's needs will be passed on to the new SENCo, along with details of what support has been in place at our school to help them. Our SENCos passes on information about any Outside Agencies that have been supporting your child, and all SEN paperwork is passed on, including documents such as Individual Education Plans and Outside Agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

In some cases, the SENCos may arrange for extra transition visits to the secondary school or arrange an individual meeting for the primary school staff, secondary school staff, you and your child to meet if there is very detailed information to share.

25. What are the arrangements if my child has special educational needs and/or a disability and they are also a 'Looked After' child?

If your child is a Looked After child and they also have SEN and/or a disability, we will support them in exactly the same way as a pupil who has SEN and/or a disability who is not Looked After.

The only difference will be, that the SENCo and Designated Teacher (responsible for Looked After Pupils) will work closely together to ensure that there is a joined-up approach between any SEN meetings/support and any Social Care meetings/support to ensure that families and children are not having to repeat information and attend an excessive number of meetings. Sharon Humphreys is the Designated Teacher for Looked After pupils at Bourne Westfield Primary Academy.

26. What policies does the school have which are related to special educational needs and disabilities and where do I find them?

Our school has several policies which outline how we support pupils with special educational needs and/or disabilities. They can all be found on our school website in the 'SEN' and/or 'Policies' section:

- SEN Information Report (this document)
- Special Educational Needs and Disability (SEND) Policy
- Accessibility Plan
- Equality Policy
- Supporting Pupils with Medical Conditions Policy
- Allergen and Anaphylaxis Policy
- Children with Health Needs who Cannot Attend School Policy
- Asthma Policy
- Behaviour Policy
- Inclusion Strategy

27. How do I make a complaint if I am not happy?

Complaints about SEN provision in our school should be made to the class teacher in the first instance, then the SENCo and finally the Headteacher.

If your concern cannot be resolved, or you wish to make a formal complaint, please follow the school's complaints procedure found here: (Statutory Policies | Bourne Westfield Primary Academy) The complaints procedure explains how complaints about the headteacher, a governor or the governing body will be handled.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

In this instance, you could contact:

IPSEA (Independent Parental Special Education Advice) https://www.ipsea.org.uk/

Lincolnshire Parent Carer Forum www.lincspcf.org.uk

LIAISE – liaise@lincolnshire.gov.uk

28. What does all the jargon mean?

Please see below the different words and abbreviations that we use in school:

- **SEND** - Special Educational Needs and Disability
- **SEN -** Special Educational Needs
- **SENCo -** Special Educational Needs Co-ordinator, the person responsible for leading and managing how the school meets the needs of pupils with SEND
- **Individual Education Plan –** the plan that identifies how the school will support a child with special educational needs and/or disabilities
- **Outside Agencies -** Any professional from an agency or service who provides advice to the school and family
- **Transitions -** A change or transfer from one school or class to another
- **Provision -** Any extra help, support or equipment that a child receives
- **Health Care Plan -** This is a document which describes any significant medical conditions that a child may have which requires special medication or adjustments.
- **EYFS –** Early Years Foundation Stage