



Newton on Trent Church of England Primary School

Policy:	Special Educational Needs and Disability Policy
Date adopted:	January 2018

“Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning”.

NASEN Mission statement

Introduction

1. This policy outlines the nature and management of Special Educational Needs and Disability at Newton on Trent Primary School.
2. It reflects the consensus of opinion of the whole teaching staff. It was originally drawn up, discussed by staff and approved by the Governing Body in April 2012. All stakeholders were considered in the updating of the policy. It will be reviewed in the Spring Term of 2019.
3. The implementation of this policy is the responsibility of the Head Teacher, SENDCo and all teaching and classroom support staff.

Objectives

1. The objective of the Special Educational Needs and Disability Policy is to narrow the gap between learners with SEND and those without. This will be achieved by improving the learning and raising the attainment of learners with special educational needs and disabilities.
2. Our objective for all learners is:
 - to promote equality of opportunity
 - to anticipate and remove or minimise any barriers for learners with special educational needs and disabilities
 - to endeavour to ensure that the provision provided for any learner with special educational needs and disabilities sets high expectations and challenges learners appropriately.
 - to develop an inclusive curriculum by setting suitable learning challenges
 - to ensure all learners are respected and valued as individuals within our school community.

1. AIMS

Newton on Trent Church of England Primary School values the abilities and achievements of all its learners, and is committed to providing, for each learner, the best possible environment for learning. Newton on Trent Church of England Primary School aims to:

- Ensure that all learners with SEND have access to a broad and balanced curriculum

- Provide a differentiated curriculum appropriate to learners needs and ability
- Ensure the identification of all learners requiring SEND provision as early as possible in their school career
- Ensure that SEND learners take as full a part as possible in all school activities including extra curricular activities and residential visits
- Ensure that parents of SEND learners are kept informed of their child's progress and attainment
- Ensure that SEND learners and their parents are involved and contribute to the 'assess, plan, do, review' cycle (see Section 5) and where practicable, are fully involved in decisions affecting their future

We recognise that many learners will have special needs at some time during their school life. In implementing this policy, we believe learners will be helped to overcome their difficulties.

2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: *'A child or young person has SEN 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 SEN 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'. (Section 1: xiii; xiv)

Many children and young people who have SEN 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 provides a relatively low threshold and includes more children than many realise: *'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. (Section 1: xviii)*

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 SEN, 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. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2015)

3. THE SCHOOL'S PROVISION FOR SEND

Newton on Trent Church of England Primary School acknowledges that all teachers share the responsibility for learners with SEND. However, the SENDCO plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Writing and reviewing the SEND policy
- Overseeing the day to day implementation of the SEND policy and resources
- Identifying, monitoring and reviewing learners' needs with teachers, parents and support staff and with the learners themselves
- Maintaining the SEND register
- Maintaining all SEND records
- Co-ordinating provision for learners with SEND
- Setting up and monitoring in-class support and withdrawal programmes (e.g. Wave 3 support)
- Teaching and assessing individuals and groups of learners
- Liaising with colleagues in writing SEND Support Plans (SSPs)
- Liaising with colleagues in writing short term SEND monitoring targets
- Working with colleagues in writing a SEND provision map for the whole school
- Monitoring and reviewing SSPs and Education Health Care Plan (EHCP) targets
- Organising and attending annual reviews of EHCPs
- Organising and monitoring SEND review meetings
- Liaising with parents, outside agencies and other schools
- Administering submissions for special arrangements for statutory testing alongside Head Teacher
- Managing and contributing to professional development of colleagues in areas of SEND support.
- Advising on all aspects of differentiation, teaching and learning styles and resourcing
- Advising the Head Teacher and staff on pertinent SEND issues
- Liaising regularly with the Governor responsible for SEND.

The Special Educational Needs and Disability Co-ordinator (SENDCO) is Alyson Bristow.

Class teachers are responsible for

- Identifying learners who require extra support in class, raising initial concerns and consulting the SENDCO for advice and support (also part of the monitoring role of subject leaders)
- Differentiating activities for all learners, including more or less able children
- Writing and/or contributing to SSPs and implementing targets in class
- Monitoring individual progress
- Managing teaching assistants in their classrooms on a day to day basis
- Meeting with parents and outside agencies when appropriate

Teaching Assistants will support the teacher and learner by:

- Assisting an individual or group of learners' to access the curriculum to enable them to make progress.
- Implementing activities designed to achieve targets on SSPs
- Encouraging and promoting pupil independence
- Liaising with teachers and the SENDCO, giving feedback and suggesting development
- Working with individuals or groups of learners
- Carrying out intervention programmes
- Helping to prepare resources and adapting materials where required
- Attending planning and review meetings as appropriate

4. THE ROLE OF THE GOVERNING BODY

The Governing Body believes that the admissions criteria should not discriminate against learners with SEND and has due regard for the practice advocated in the Code of Practice, in that 'where a child or young person has SEN but does not have an EHC plan they **must** be educated in a mainstream setting except in specific circumstances (see Code of Practice for more information). The School Admissions Code of Practice requires children and young people with SEN to be treated fairly. Admissions authorities:

- **must** consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
 - **must not** refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
 - **must not** refuse to admit a child on the grounds that they do not have an EHC plan
- (Code of Practice, July 2014 1:27)

The Governing Body will ensure that:

- The SEND policy is implemented fully
- A summary of the SEND policy is included in the annual parent/ governor report
- The success of the SEND policy is reported annually including the allocation of resources from the school's devolved/delegated budget.
- A governor with responsibility for SEND is appointed. **The named SEND governor for Newton on Trent Primary School is Mrs Barbara Gilbert.**

5. IDENTIFYING AND SUPPORTING CHILDREN WITH SEND

Teaching SEND learners is a whole-school responsibility and schools should be proactive in removing barriers and putting effective provision in place. When learners are identified as having SEND, the school will intervene through providing SEND support which falls in line with the Code of Practice methodology of **assess, plan, do, review**.

Where a child is identified (**assessed**) as not making progress, in spite of quality first differentiated teaching, he/she is raised as an initial concern with the SENDCO. These concerns are shared with parents and an immediate **plan** of action is agreed.

Less than expected progress can be characterised by progress which:

- is significantly slower than their peers from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

The school will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation/ assessment.
- Performance during a key stage judged against level or grade descriptors¹
- Standardised screening or assessment tools
- Records from feeder schools
- Information from parents
- Pupil files

There are four distinct categories of SEND need identified within the Code of Practice 2014:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Physical and sensory**

The school will consider each learner holistically so that all their needs can be identified effectively.

This is in line with the local authority document 'Criteria of support for children and young people with special educational needs and disabilities (SEND) 0-25 years'. (August 2014) – Appendix 1

The main methods of provision made by the school to support children identified as having SEND are:

- Teaching within mixed ability groups. Early intervention is encouraged for learners who need further consolidation or support prior to placement on the SEND 'register'.
 - Learners identified as having SEND may receive extra support from a teaching assistant, in a group or as an individual. If an individual learner receives one-to-one support through EHCP provision, there may be occasions when that child is helped through group support as part of his/her learning programme.
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- Where a learner's needs require more than the normal differentiation planned and delivered in class, an SSP will be drawn up, which sets out individual targets for the child in identified areas of the curriculum.
- SSPs work by identifying a learner's strengths and their next steps. Teachers ensure that they set SMART targets aimed at small, achievable steps built in to ensure success.
- Arrangements are made for learners taking statutory tests; this provision will be in line with government assessment policy.

6. TRANSITION PLANNING

On entry to the school each learner's attainment will be assessed in order to ensure continuity of learning from feeder provider, or transference from another Primary school. For learners with identified SEND the SENDCO will:

- Use information from the feeder provider or primary school to shape the learner's curriculum and pastoral provision in the first few months
- Identify the learner's strengths and note areas that require support
- Ensure on-going observations/assessments and provide regular feedback on achievements/ experiences, in order to plan next steps in learning
- Ensure learners have opportunities to demonstrate knowledge and understanding in subjects and in any pastoral or behavioural programme
- Involve learners in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

Pupils transferring to Secondary School - The SENDCo will liaise with the local secondary schools in matters concerning the transfer of Year 6 SEND children from Key Stage 2 to Key Stage 3. It is hoped that these meetings will help the transition be smooth, and in some cases, less traumatic for these children. The SENDCo will establish if any additional actions are required to achieve this and this may include additional visits to the secondary school, preparation of an individual 'passport' to share with staff at the new school or preparation of Social Stories.

7. SEND SUPPORT PLANS

Strategies for learners' progress will be recorded in an SSP (SEND Support Plan) for all learners receiving SEND support or who have an Education, Health Care Plan. These should contain information on:

- Current strengths
- Desired outcomes written into short-term targets
- Teaching strategies
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

Provision mapping will identify and evaluate intervention strategies used with children who have SEND Support Plans.

The SSP/provision map will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the student's needs. The SSPs will be discussed with the student and the parent.

SSPs will be reviewed at least three times yearly. Parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve learners in this process.

8. EDUCATION, HEALTH AND CARE PLANS (taken from Code of Practice July 2014, Chapter 9)

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges (as set out in the information on identification and support in Section 5). Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. (Code of Practice, 9.1)

An EHC Plan will normally be provided where, after an EHC needs assessment, the local authority considers the child requires provision beyond what the school can offer. However, the school recognises that a request for an EHC Assessment does not inevitably lead to an EHC Plan.

EHC needs assessments can be requested by the education setting but also by the child's parents and the young person themselves if they are over 16 but under 25 years of age. In the case of the education setting requesting an assessment, then it should be done so with the knowledge and agreement of the child's parents or the young person.

Once a request has been made the following specific requirements apply:

- Local authorities **must** give their decision in response to any request for an EHC needs assessment within a maximum of 6 weeks from when the request was received or the point at which a child or young person was brought to the local authority's attention
- When local authorities request information as part of the EHC needs assessment process, those supplying the information **must** respond in a timely manner and within a maximum of 6 weeks from the date of the request
- If a local authority decides, following an EHC needs assessment, not to issue an EHC plan, it **must** inform the child's parent or young person within a maximum of 16 weeks from the request for a EHC needs assessment, and
- The child's parent or the young person **must** be given 15 calendar days to consider and provide views on a draft EHC plan and ask for a particular school or other institution to be named in it

A flow chart of this process has been included – Appendix 2.

EHC plans **must** be reviewed by the local authority as a minimum every 12 months. Reviews **must** focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. The review **must** also consider whether these outcomes and supporting targets remain appropriate.

Reviews **must** be undertaken in partnership with;

- the child and
- their parent
- the relevant teacher
- the SENDCo
- any other person deemed appropriate

The aim of the review will be to;

- gather and assess information so that it can be used by the school to support the child's progress and their access to teaching and learning
- review the special educational provision made for the child to ensure it is being effective in ensuring access to teaching and learning and good progress
- review the health and social care provision made for the child and its effectiveness in ensuring good progress towards outcomes (if appropriate)
- consider the continuing appropriateness of the EHC plan in the light of the child's progress during the previous year or changed circumstances and whether changes are required including any changes to outcomes, enhanced provision, change of educational establishment or whether the EHC plan should be discontinued
- set new targets for the coming year and where appropriate, agree new outcomes
- review any interim targets set by the school

The SENDCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of SEND.

9. PARTNERSHIP WITH PARENTS

Newton on Trent Church of England Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The school considers parents of SEND learners as valued partners in the process. Depending on age and appropriateness, SEND learners will also be encouraged to participate in the decision making processes affecting them.

The school will make available, to parents of learners with SEND, details of the parent partnership service available through the LA. Other useful links for parents are;

Family Services Directory <http://search3.openobjects.com/kb5/lincs/fsd/home.page>
Lincolnshire's Local Offer
<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

10. LINKS WITH EXTERNAL AGENCIES AND ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND learners. When it is considered necessary, colleagues from the following support services will be involved with SEND learners:

- Educational Psychologists
- Specialist Teaching Service (formerly Learning Support Service)
- BOSS
- Pupil Referral Team (PRT)
- EMTET
- Medical officers
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Hearing impairment services
- Visual impairment services
- School Nurse
- Educational Welfare

Data Protection

Confidential documents relating to pupils with SEND will always be password protected before they are shared with any agencies. Further security measures will be put in place to ensure information remains secure in preparation for changes to data protection legislation in May 2018.

Review

The Headteacher and teaching staff will review this policy before January 2019. Any amendments will be presented to the Governing Body for approval.

Appendices

Appendix 1 – Lincolnshire County Council ‘*Criteria of support for children and young people with special educational needs and disabilities (SEND) 0-25 years*’. (August 2014)

Appendix 2 – Flow Chart of EHC needs assessment process

Appendix 3 – Newton on Trent Church of England Primary School Local Offer

Appendix 1 – Lincolnshire County Council '*Criteria of support for children and young people with special educational needs and disabilities (SEND) 0-25 years*'. (August 2014)

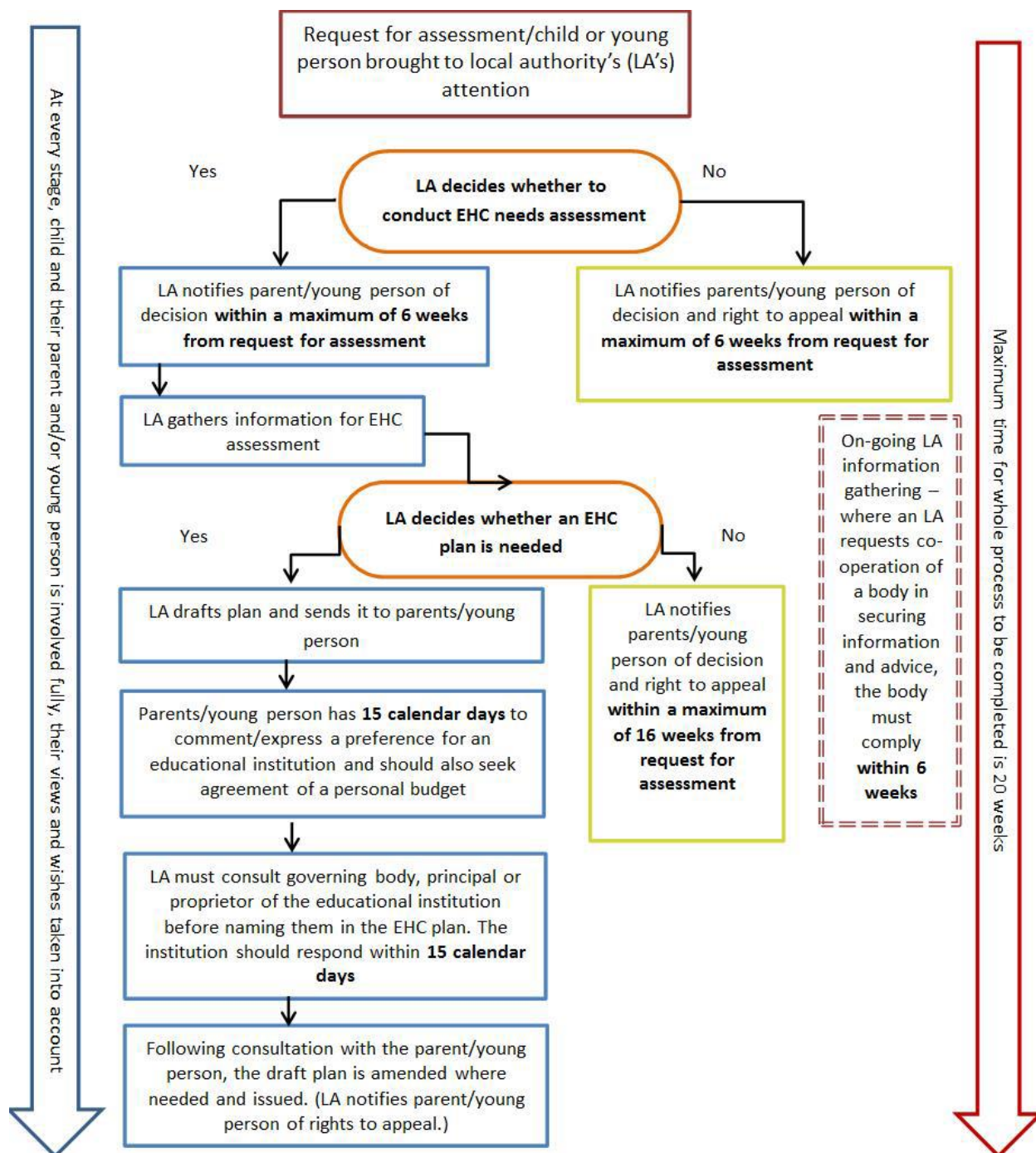
A paper copy is included in this policy. For an electronic copy please use the link below;

[http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/criteria-of-support-for-children-and-young-people-with-\(send\)-0-25-years/123013.article](http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/criteria-of-support-for-children-and-young-people-with-(send)-0-25-years/123013.article)

Appendix 2 – Flow Chart of EHC needs assessment process

Statutory timescales for EHC needs assessment and EHC plan development

Taken from Code of Practice July 2014, 9:44.



Special Educational Needs and Disability Provision at Newton on Trent Church of England Primary School



1. What does special educational needs mean?

A child is likely to have special educational needs if they need resources which are 'additional to or different from' those generally available for other children of the same age. This goes beyond the normal approaches and learning arrangements provided by the teacher as part of high quality, personalised teaching.

The 2014 Code of Practice identifies four areas of special educational needs. These are:

- Communication difficulties and finding it difficult to get on with others
- Thinking and learning difficulties (e.g. Difficulties with English and Maths skills)
- Difficulties related to social, mental and emotional health (e.g. anxiety)
- Sensory and/or physical difficulties

2. Who is responsible for ensuring SEND provision?

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

The Head Teacher has overall responsibility for learning and monitoring progress of all children in the school; class teachers identify what is needed and how they will meet those needs; the Special Educational Needs and Disability Coordinator (SENDCO) monitors the provision, liaises with outside agencies and provides advice for both parents and teachers. Currently Mrs Bristow is the SENDCo at Newton on Trent.



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

There are a number of 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 a concern that they have 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.

4. How will the school respond to my concern?

Following the initial conversation between you and your child's class teacher, it may be necessary to arrange a longer meeting to discuss this further.

Next the classteacher will discuss your concerns with the SENDCO and will investigate the concerns. This may include making additional assessments, observations and having discussions and sharing information with other adults who work with your child.

The investigations will be followed by a further meeting, following a period of monitoring, where an agreed plan of action will be drawn up.

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

The decision that your child needs extra support will be made by the class teacher, in consultation with the SENDCO. This decision will only be made following the above mentioned investigations and collection of evidence that could include:

- Liaison with parents/carers prior to the child starting school
- Liaison with other schools prior to the child transferring to our school
- Daily assessment of learning in class and observations at other times
- Termly reviews of child's attainment and progress which indicates if the child is performing below age related expectations
- Concerns raised by parents
- Concerns raised by adults in school, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies
- Health diagnosis through a paediatrician

If the identified need/barrier to learning requires significant support and resources, the school may decide to place a child on the school's SEND register. This information will be shared with you at the follow-up meeting and the decision discussed.

The decision to place a child on the school's SEND register is not taken lightly and takes into account the quality and quantity of the evidence. Your child cannot be placed on the SEND register without your permission.

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

Firstly, the school will continue to provide high quality teaching which matches the needs of individual pupils. Alongside this additional support may be necessary to allow children further opportunities to practise key skills. This support could take the form of a short term booster programme to address a specific issue or may be a specialised intervention programme which is a series of sessions with an adult, often as part of a group, which addresses gaps in learning/barriers to learning with research based teaching strategies.

The frequency and length of time will vary depending upon the needs of each individual child. Programmes follow a cycle of looking at what the problem(s) is; planning what we will do to support your child; within a 12 week cycle reviewing the success of the 'do and review' process and deciding on what to do next.

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school will consider involving specialists, including those from outside agencies. **Your involvement in such a process is crucial.**

7. Who will support my child in school?

When they are working in the classroom your child will mainly be helped by the Class Teacher or Teaching Assistant; they may also be supported in the classroom by a volunteer, such as a parent, or by another child in the class. On other occasions children may sometimes be withdrawn from the classroom to receive support in a small group setting or very occasionally on a 1:1 basis; this usually is with one of our Teaching Assistant staff or a trained teacher.

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

For some children the school may request parents' permission to involve other key professionals who work for support agencies. In our own school the main agencies/professionals we work with are:

Who?	How?
Educational Psychologist (EP)	Working with the school to support a variety of needs. Providing advice, ideas for teachers and consultations with parents Conducting specific assessments/observations to help to analyse difficulties
Specialist Teaching Team	Conducting specialised detailed assessments to help identify difficulties; advising teachers and parents with support; planning and delivering specific programmes of work to support learning

Speech and Language Therapist (SALT)	Planning programmes of work to be delivered in school to support children with speech and language
School Nurse	To provide medical advice for physical and emotional difficulties
Working Together Team(formerly Social Communication Outreach/Autism Outreach)	Specialised support and advice for pupils, parents and teachers to help identify difficulties and problem-solving strategies to help manage or overcome them.
Child and Adolescent Mental Health Service (CAMHS)	This service is for those children who need further support for their behaviour and social and emotional well-being
Family Action	This service works with whole families to help them find solutions to problems, no matter how difficult, so that they become safer, stronger and more optimistic about their future.
Community Paediatrician	Children are referred to the school doctor if there are medical, physical, social or emotional concerns
Grief and Loss	This agency works with children as they attempt to cope with loss, be that in the form of a bereavement or when dealing with the separation of parents.
Other agencies we have referred to in the past and continue to have access to when required include:	
Physiotherapist - Planning programmes of work to be delivered in school to support children	
with the development of physical skills	
Lincolnshire Teaching and Learning Centre-Pathways - Working with the school to support a	
variety of needs. Providing advice, ideas for teachers and	
consultations	
with parents. Conducting specific assessments/observations to help to analyse difficulties.	

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

Pastoral, and social support:

The staff at Newton on Trent Church of England Primary School consider the emotional and social needs of the children to be a key priority. These are approached on an individual basis and for those children who need to have regular contact with an adult to discuss concerns, provision is made for this. Children may also make use of the 'worry-eaters' we have in each classroom to raise issues of concern and these will be picked up and responded to by the Class Teacher.

Where further advice is needed from a qualified professional, a referral may be made to

the Teaching and Learning Centre (Pathways) or to the Child and Adolescent Mental Health Service.

Medication

The school will be able to administer prescription medication to children upon completion of a form at the School Office. This will be done in accordance with our Voluntary Administration of Medication Policy.

Behaviour

Good behaviour is the foundation of good learning in school and we expect our children to be respectful, to abide by our values and follow the Golden Rules at all times. The school has a Behaviour and Rewards Policy that is available on the website or on request from the School Office.

Attendance

Research clearly shows that children who attend school regularly have greater chances of success both now and in the future. Attendance is monitored regularly at school. Where issues are identified regarding a child's attendance a request for a meeting with parents is made to discuss how support can be put in place to ensure the child is attending school regularly. You can download the school's Attendance Policy from our website.

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

Your child's views are integral to the 'do and review' process. They will have opportunities to contribute their own views about their successes and barriers through discussion with the class teacher, a Teaching Assistant and the school SENDCO. These views contribute to the writing of the SEN Support Plan.

11. How will I know how well my child is progressing?

The school reports to all parents how their children are doing at Parent Consultation meetings held in the Autumn and Spring Terms and in a written report at the end of the year. Additionally, the school operates an open door policy and welcomes the opportunity to meet with you to discuss your child's progress at any stage. We also welcome comments in the home-school books. In the majority of cases the main point of contact will be the Class Teacher. Children who are identified as having a specific learning barrier and are then placed on the school's SEND register, will have their progress reviewed at review meetings throughout the year. This may happen at the scheduled Parent Consultation meetings or at an additional meeting arranged with the Class Teacher.

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

The school has a number of different ways of measuring the child's progress depending on both their age and their stage of development:

- Teachers use formative assessment (see Assessment Policy) in order to plan and adjust children's learning. This is integral to their practise.
- Children in the Foundation Stage have their progress measured against age related expectations and Early Learning Goals laid out in the Early Years Foundation Stage Profile.
- Curriculum in Key Stage 1 and 2 usually have their attainment and progress measured against National Curriculum expectations.
- Some children in Key Stage 1 and 2 may need progress to be measured in smaller steps. Here the school makes use of PIVATS which is a system that breaks National Curriculum levels into smaller measurable steps.
- Progress against a child's individual targets (as outlined in their SEND Support Plan).

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

Open communication between the school and you is the key. If your child has additional needs which require special access arrangements, the school would always want to meet with you at the planning stages of the trip in order to ensure maximum access for your child. Should an additional adult be required to support with these arrangements this can be arranged by the school. All after- school clubs are open to all children within the target age range who wish to take part regardless of any additional needs.

14. How accessible is the school environment?

Every classroom and area of Newton on Trent Church of England Primary School used by pupils is accessible to all. The school has disabled toilet facilities that incorporate a hoist for children with specific mobility difficulties. St. Peter's Church which is also used daily by the school, is accessible for all users. The school has an Accessibility Policy which is available to view on the school website.

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

All children joining the school in Reception have at least two designated visits to the school prior to starting in September as well as the opportunity to join us for our Shared Golden Time each term from Term 2. These visits will help to support the child and ensure they are familiar with routines and have had an opportunity to meet their new class teacher and to see the classroom they will be taught in. Further visits can be arranged to discuss any specific needs your child may have. Many children join us from the adjoining pre-school, Sunbeams, that is part of the Sunflowers Nursery company. Children attending Sunbeams share in many of the school's events including the weekly Aiming High

Assembly. Children attending Sunbeams and other settings will be visited there by the Reception Class Teacher prior to starting at the school.

For children joining our school at any other point during the school year, or in any other year group, we are happy to arrange a taster day prior to the child starting at the school should this be practical. For all children joining the school at other points, we will engage with the previous school in order to ensure as smooth a transition as possible.

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

During Year 5 and Year 6, there will be opportunities for your child to visit local secondary schools in order to make an informed choice about which school suits their needs the best. For children with Additional Needs it is good to take opportunities early in Year 5 to begin this process as you may need longer to consider the choices. It is a good idea to visit schools more than once as you may think of different questions on a second visit. All schools offer open evening events for parents, which give an ideal opportunity for you to discuss your child with the SENDCO.

Once your decision is made, all children have a number of opportunities to visit the receiving school prior to the end of Year 6. Additionally, children who are on the SEND register can have further visits arranged focusing on areas of anxiety or on how the secondary school can support their needs. Newton on Trent Church of England Primary School works with a range of secondary schools in Lincoln, Gainsborough and Tuxford, passing on crucial information to the SENDCO and Primary Liaison Teacher. It is common practice for the SENDCO to be invited to the final review meeting of Year 6.

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

Whenever SEND Support Plans are put in place for a child, there will be an opportunity to discuss what support you can offer and advice given on how to help your child achieve their targets. You may well be able to contribute information and strategies that you have used successfully at home at this point. If at any time you would like further guidance, please do not hesitate to pop in after school to see your child's Class Teacher, or call to make an appointment.

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

Parent Partnership

This is a group that provide support for parents whose children have special educational needs. They can provide a whole range of advice both on the phone and in the form of leaflets. Their contact details are:

Tel: 01522 553351

E-mail: parentpartnership@lincolnshire.gov.uk

Website: <http://microsites.lincolnshire.gov.uk/ParentPartnership>

Additional Needs Services

This is part of the Local Educational Authority and can provide advice about services in the county. They can be contacted on 01522 553332. They also have a dedicated website which provides advice and support with access to any of the services available in and around Lincolnshire.