

Boston Nursery and Kirton Primary School

SEN Information and School Offer



Related documents: [SEND Policy](#), [SEND Code of Practice \(2014\)](#)

Information about support services for the parents of children with SEND can be found in the [Lincolnshire Local Offer](#).

Boston Nursery and Kirton Primary School are inclusive settings. We make provision for children across the four areas of need as defined in the SEND Code of Practice (2014).

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

1. Contact your child's class teacher to discuss your concerns.
2. The Special Needs and Disability Co-ordinator (SENDCo) will be informed and, if appropriate, the child may be placed on the Special Needs register.
3. It may be necessary to devise targets to support your child.

These are the adults in our schools who oversee provision for children with SEN:

Mrs Slade	SENDCo
Mrs Bemrose	SEN Governor

All adults in the Parliament Federation take responsibility to support SEN children across the school.

2. How will the schools respond to my concerns?

1. Initial concerns may be discussed at parent consultations or by arranging a meeting.
2. A further meeting may take place with or without the SENDCo, depending on the needs of the child.
3. Assessments or observations may be carried out to support with the setting of suitable SMART targets.
4. An additional support plan may be put together, including SMART targets set by school staff, pupils and/or parent/carers.
5. The additional support plan would be reviewed with pupils and parents 3 times a year.
6. If progress continues to cause concern, a referral may be made to external agencies.

3. How will the schools decide whether my child needs extra support?

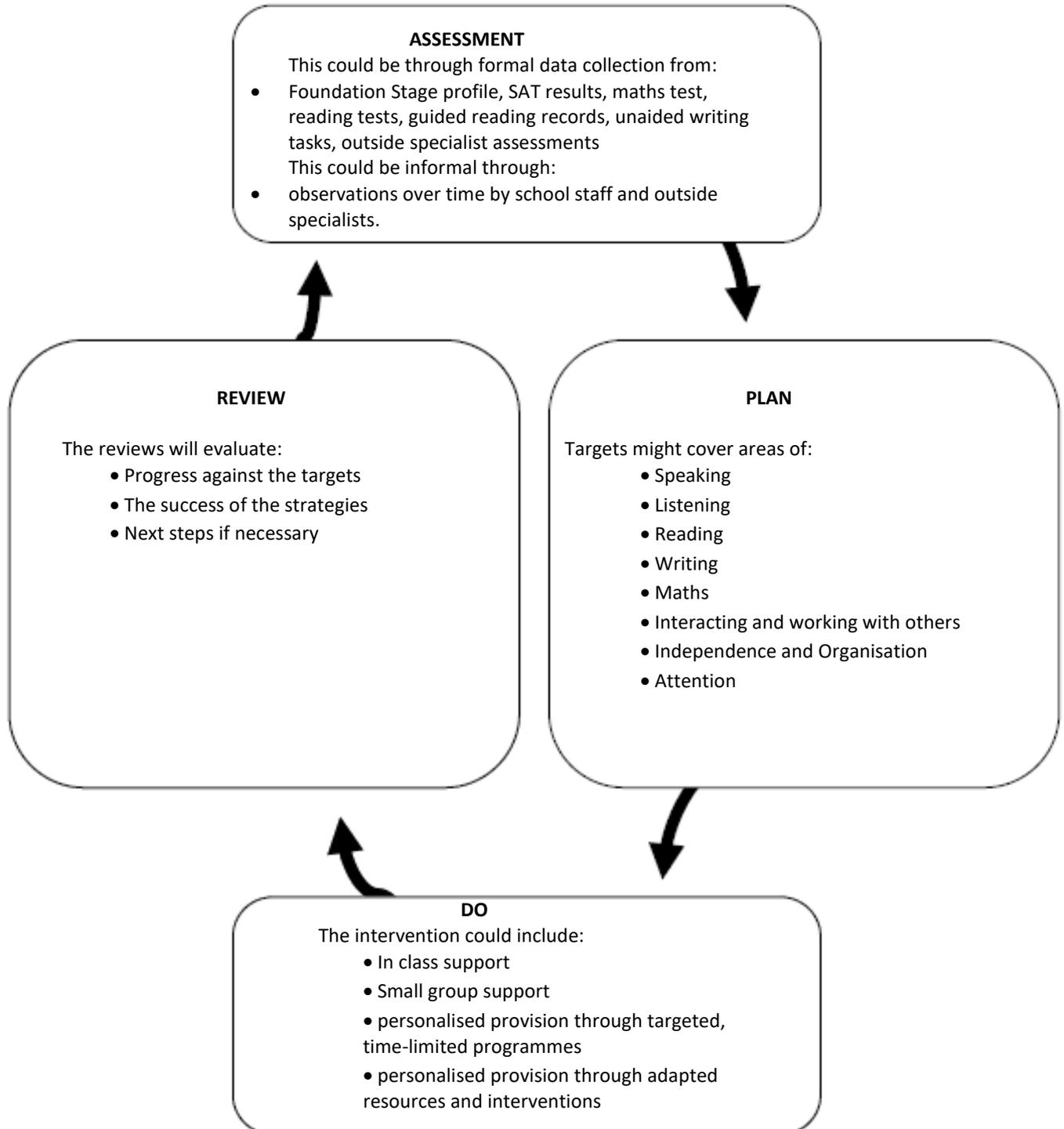
Decisions will be made based through formal and informal methods, which might include:

- adult observations over a period of time (by class teacher, teaching assistants, learning mentors, and/or SENDCo);
- child performing below age-related levels;

- pupil discussions;
- parent discussions;
- liaison with previous school if applicable;
- liaison with external health diagnosis through a community paediatrician;
- liaison with external agencies, including the Specialist Teaching Team, Working Together Team and the Behaviour Outreach Support Service.

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

The process of providing support involves:



The intervention for children on the SEND register is managed and monitored by the SENDCo through a 'Provision Map.' This includes:

- who is responsible for delivering the intervention (this might include differentiated activities);
- when and how often the intervention will take place;
- resources required for the intervention;
- targets to track the effectiveness of the intervention.

5. Who will support my child in school?

Many people may be involved in providing support for your child.

These include:

Class Teacher, Teaching Assistants, outside agency specialists, SENDCo and SEN Governor.

6. What training and experience do staff have for the additional support of my child's needs?

The staff in our schools are highly trained and have a wide range of skills and qualifications, including (not exhaustive):

Safeguarding
Postgraduate Certificate in SEN
National SENCo Award
Elklan Colourful Semantics
Wellcomm language programme
Autism awareness
First Aid
Epilepsy training
Triple P parenting programme
Playground leadership
Dyslexia awareness

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

We have the support of outside specialists to support your child if needed, including:

- Educational Psychologist
- Specialist Teaching Service
- Behaviour Outreach Support Service
- Speech and Language Therapy Service
- Working Together Team
- Health visitors (under 5s)

If the schools consider it appropriate, we may also make referrals to:

- Paediatricians (up to the age of 7 – subject to a 18 week waiting time)
- Early Help Workers through the completion of an Early Help Assessment
- Child and Adult Mental Health Service (CAMHs)

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

Pastoral and social support:

- Teachers and Teaching Assistants build relationships with children to support their emotional needs.
- Children work as playground leaders in Key Stage 2 to promote positive playground games for younger children on the playground at lunch-time.
- Incidents are communicated to the relevant members of staff (SLT) and recorded in the incident or behavioural logs.
- All child protection issues will be reported to the Child Protection Officer.
- Children who experience particular difficulty with behaviour in the classroom may be invited to join our Nurture Programme and/or be supported by a Pastoral Support Plan.

Medical needs

- If your child has specific medical needs then please contact the school office.
- An Individual Health Care Plan may need to be filled in to support your child's needs

Support for behaviour (including attendance and exclusion):

If your child has specific difficulties regarding behaviour they may have a behaviour plan.

If behaviour issues continue despite support, a pastoral support programme (including all adults and agencies involved) may be arranged to discuss next steps to avoid exclusion.

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

Taking into consideration your child's age and level of understanding, they will be asked for their thoughts regarding their progress towards their targets, what strategies have worked well, and what they think they may need support with next.

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

If your child has special educational needs, they will require support that is 'additional to and different from' the rest of the class. This does not mean that they need to be taught outside of the classroom, it simply means that teachers will ensure a range of strategies are used to support your child's learning.

These may include a differentiated curriculum, with high-quality teaching.

These may include routine strategies e.g. intervention, using practical resources in maths, using talking partners to share ideas, using visual aids e.g. word mats.

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

Opportunities for feedback will take place during review meetings and/or parent evenings. However if a parent has concerns, we encourage them to contact their child's class teacher to share these.

12. How do the schools know how well my child is doing?

We carefully track all our children's progress across each term through the use of data and through observation. If your child is not meeting their age-related expectations, we will use a range of assessment tools to help us pinpoint how best to support them. These will help to identify areas to target and support with advice on how to move your child forward. If it is felt your child is struggling to progress at an expected rate for *them*, it may be necessary to move forward to formalise their needs through applying for an 'Education Health Care Plan'. This will bring together the education, medical and social care needs (as appropriate) of your child.

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

We use educational visits to enhance the learning in the classroom and make it 'come to life.' Unless there is a health and safety issue (identified through a risk assessment), all children are expected to take part in these.

All children have an equal right to attend our extra-curricular clubs. A risk assessment may be necessary to ensure safety.

We work in close association with Kid's Club which is an off-site provider of breakfast club and after school care.

14. How accessible are the schools environments?

Kirton Primary School and Boston Nursery school pride themselves on being inclusive schools. Please contact the appropriate school office if you have any concerns about accessibility on either site.

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

We have strong links with our pre-school providers to ensure a smooth transition.

- Staff contact pre-school facilities to discuss your child's needs
- Short visit days
- Parents' meetings with your child's class teacher before they start school
- A 'welcome evening' in the summer term before the children start, where parents get information about how the school runs, the order of the day and other key information

16. How will school prepare and support my child to transfer to secondary school (Kirton Primary School)?

We understand the transfer to secondary school can be a daunting time for everyone and may be even more so if your child has SEN. We will support you and your child by:

- Providing information about the needs of your child to their transferring school through paperwork and/or face to face meetings.
- Arranging transition meetings with members of staff from the child's next school to support them in becoming familiar with the new routines of the school.
- Inviting the SENDCos from the secondary schools to come to the last review meeting of Year 6 if appropriate

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

Parents are given a lot of practical ways to support their child's development in school and at home.

For more guidance we encourage parents to communicate with their child's class teacher.

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

The Lincolnshire County Council Local Offer can be found at:

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

This contains information regarding the SEN provision across the county

The Family Service Directory to support families which children with additional needs can be found at: [Family Service Directory](#)

19. 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
- The SENDCo on 01205 722236 (Kirton Primary School) or 01205 358647 (Boston Nursery School)