



Tall Oaks Academy Trust

Local Offer

Special Educational Needs and Disabilities (SEND) at our school

Our Trust will make every effort to provide equal opportunities for all pupils irrespective of gender, ethnic origin, religion, age, physical ability or academic ability. Every child has an entitlement to the full curriculum and the needs of each individual child are recognised and met using a variety of approaches and differentiated teaching in partnership with parents and other professionals. Additional information lying alongside this Local Offer can be found in our **SEND Policy** on our website.

Who do parents and carers talk to if they have a concern?

Please raise your concerns with ***your child's class teacher first*** or you can make an appointment to see Mrs Willis our Head of Inclusion/ SENDco. To make an appointment, please go to the school office and ask to book a SEND drop in which take place every two weeks.

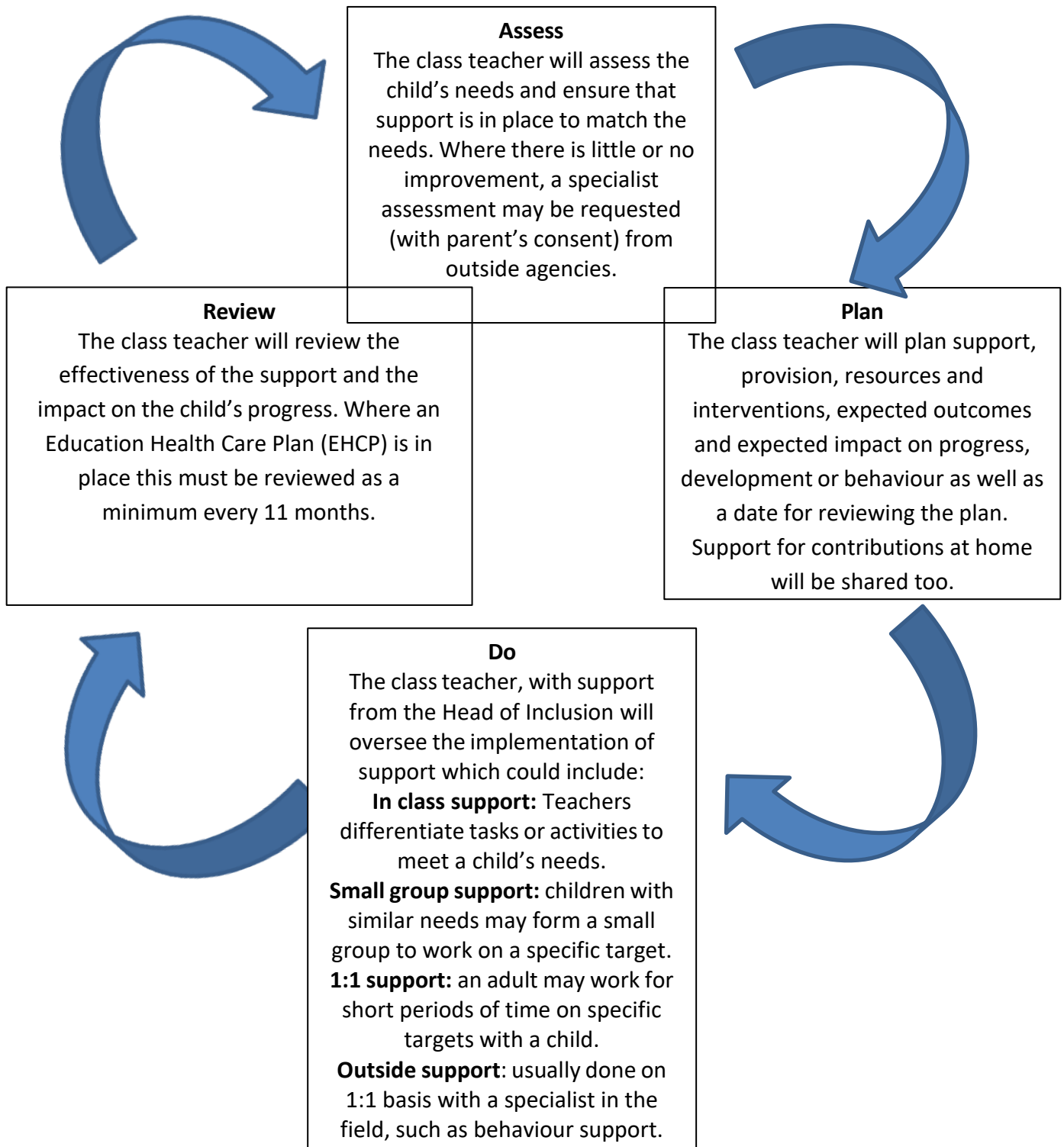
How does our school know if children need extra help?

At Tall Oaks Academy Trust our children are identified as having SEND through a variety of ways including:

- Discussions with our feeder infant and nursery schools;
- Discussions with parents/carers before their child starts school;
- Daily assessments of children's learning in class;
- Half termly reviews of children's attainment and progress which indicates if they are performing below where they are expected to be at their age;
- Concerns raised by parents or child;
- Termly meetings to discuss how children are progressing;
- Concerns raised by adults in school such as teaching assistants;
- Discussion with external agencies such as Specialised Teaching Service;
- A report from a doctor indicating a health related issue or diagnosis.

What will school do to support my child?

Your child's targets will be set and their progress monitored by the class teacher, however they may receive support from Teaching Assistants, other teachers or agency support workers. The process of providing support is through an Assess, Plan, Do, Review cycle. This is emailed to parents the week before Autumn and Spring parents' evenings so that you can read it before your meeting and then discuss it with the teacher. A final end-of-year copy is emailed home in July.



Who will support my child?

Your child's class teacher will plan and assess your child's learning whilst our Head of Inclusion/ SENDCo oversees all support and achievement of any child requiring additional support across the whole school and supports individual teachers with provision and assessment. Teachers, Higher Level Teaching Assistants (HLTA) or Teaching Assistants (TA) will work with your child either individually, part of a group or on a whole class basis to support your child.

How is the decision made about what type and how much support my child will receive?

The class teacher alongside the Head of Inclusion/ SENDCo will discuss the child's needs and what support would be appropriate, effective and possible. Different children will require different levels of support in order to close the gap between where they are and where they should be.

How regularly is the support reviewed?

Class teachers review and update child's SEND targets 6 times a year, every half term. The SEND Code of Practice is presented under the four main SEND headings and interventions are implemented to support these areas, for example:

| Area of SEND Need | Example of Intervention |
|--|---|
| Cognition and Learning | Precision Teaching (a 1:1 session with a targeted focus) |
| Communication and Interaction | First Call (a speech and language programme) |
| Social, Emotional and Mental Health | Nurture/ ELSA groups (1:1 or small groups encouraging turn taking, developing self-esteem and breaking down barriers to learning) |
| Physical/ Sensory need | First Move (a programme focussing on fine and gross motor skills) |

How do we know if the support has had a positive impact?

- By reviewing the children's targets and ensuring they are being met.
- The child is making progress academically against national levels and the gap is closing – they are catching up with their peers or age-related expectations.

- Verbal feedback from the class teacher, parent and pupil.

Children may move off SEND support when they have closed the gap or made sufficient progress. When this happens they will be moved to a monitoring list where their progress will continue to be monitored. Again, some children may need a more tailored approach if they have specific behavioural difficulties but our aim is to ensure they can learn with their peers and have a smooth transition to Secondary Education.

How will my child's learning be matched to his/her ability?

All learning is pitched at an appropriate level to accurately match each child's individual needs. This means that in one lesson there can be up to six different levels of learning and on occasions this can be individually differentiated. This means that all children can access learning at their level.

What opportunities will there be for me to discuss my child's achievement?

You are very welcome to come in at any time to make an appointment to meet with your child's class teacher. Our Head of Inclusion Leader/ SENDCo is hosts SEND parent meeting every fortnight. Please book one of these at the office.

If your child has SEND support they will have individual targets that are emailed to you the week before parents evening, you can then discuss them with the teacher at parent consultations.

If your child has more complex SEND they may have an Education and Health Care Plan (EHCP) which means that a formal meeting will take place to discuss your child's achievement and a report will be written. Your child will have an Annual Review every 11 months.

How will my child be able to contribute their views?

Children who have individual targets will discuss and set their targets with their class teacher or an adult who is supporting them in class.

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

The class teachers continually assess each child's strengths and any areas where further support or challenge is needed. Children who are not making expected progress are identified through daily 'Assessment for Learning' in class as well as regular pupil progress meetings which take place between the class teachers, teaching assistants and Head of School. In these meetings a discussion takes place regarding all individual children and what further support and challenge can be given to aid their progress.

When the child's SEND targets are reviewed comments are made against each target to show the progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

What pastoral care is available?

Pastoral Care is the support for a child's personal needs or concerns, not necessarily just their school work. We have a Safeguarding and Welfare Officer (SWO) who provides parents with emotional and practical advice as well as signposting families towards outside agencies which can offer support out of school. Appointments with our SWO can be booked at the school office.

Each school has an ELSA (Emotional Literacy Support Assistant) who provides either individual or small group emotional support.

How does the school manage the administration of medicines?

The school has a **policy** regarding the administration and managing of medicines on the school site. If your child has specific medical needs then please contact either your class teacher or Miss Holdsworth, our Attendance and Healthcare Officer so appropriate plans can be put into action. If needed a 'Health Care Plan' can be written to inform all staff of the specifics of the condition and what should be done to support the needs of the child.

How are the Governors and Trustees involved and what are their responsibilities?

The Head of Inclusion/ SENDco reports to the Trustees termly to inform them about the achievement of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. One of the Trustees is responsible for SEND and meets regularly with the Inclusion Leader. They also report to the Trustees to keep them all informed. The Trustees, along with the Business Manager, agree priorities for spending within the SEND budget with the overall aim that all children receive the support and challenge they need in order to achieve. They are also responsible for agreeing policies which relate to this area of school life.

What specialist services and expertise are available at or accessed by the school?

We access support from a range of outside agencies including:

- ✓ The Specialist Teaching Service
- ✓ The Educational Psychology Service
- ✓ BOSS (Behaviour Outreach Support Service)
- ✓ The Working Together Team (Autistic Outreach)
- ✓ Speech and Language Therapy
- ✓ Sensory Impaired Service
- ✓ Paediatricians
- ✓ Family Action
- ✓ Child and Adolescent Mental Health Service (CAMHs)
- ✓ Grief and Loss

How are the staff qualified in supporting children with additional needs?

Our Inclusion Leader has completed a Masters in Specific Learning Difficulties and Dyslexia. At each of our Academies we have staff trained in:

- ✓ Child protection
- ✓ ELKLAN (Speech and Language)

- ✓ Medical training for diabetes
- ✓ Paediatric first aid
- ✓ Medical training for epilepsy

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

All children are given the opportunity to be included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. Any child, not just those on with SEND support, who are deemed a risk to the safety and well-being of other children may be restricted access to school trips and visits.

How accessible is the school environment?

The Academy sites are wheelchair accessible with a disabled toilets and hygiene suites.

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

We have strong links with our feeder nurseries and infant schools and to ensure a smooth transition we:

- Meet your child in their current setting, whether that be at home, nursery or infant school
- Receive and use relevant paperwork from their current setting, e.g. your child's learning journey, any SEND or medical information
- Arrange visits before your child starts school, including opportunities for your child to meet some of the children currently in Reception
- Hold parent meetings with your child's class teacher before they start school
- Hold a 'welcome evening' in the summer term before they start, where you will meet your child's class teacher get information about how the school runs, the order of the day and a 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 days where your child will meet their new teacher

How will school prepare and support my child to transfer to Secondary School?

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

- Organising agency support for transition, e.g. BOSS for behaviour support, The Working Together Team.
- Provide information about the needs of your child to their transferring school through face to face meetings, paperwork, emails, etc
- Complete transition booklets to support your child in becoming familiar with the new routines of the school, e.g. maps, timetables, photos of key members of staff
- Organise additional visits to the school
- Invite the Year 7 staff and Special Needs teachers from the secondary schools to come to the last review meeting of Year 6

Who can I contact for further information?

The first point of contact would be your child's class teacher to share your concerns. You could also arrange to meet Mrs Willis, Inclusion Leader or if it's a Safeguarding and Welfare concern then you can contact either Mrs Neal (White's Wood) or Mrs Jones (Mercer's Wood and Castle Wood). You could look at our SEND policy on our website www.talloaksacademytrust.co.uk

How can I access support?

| Organisation | Telephone | Website/Email |
|---|---------------|---|
| Family Service Directory | | www.lincolnshire.gov.uk/fsd |
| Lincolnshire County Council Support and Aspirations | 01522 782030 | http://www.lincolnshire.gov.uk/parents/support-and-aspiration/ |
| Lincolnshire Children's Services | 01522 554673 | |
| Parent Partnership | 01522 553351 | www.lincolnshireparentpartnership.org.uk |
| Parentlineplus | 0808 800 2222 | www.parentlineplus.org.uk |
| Lincolnshire ADHD Support Group | 01522 539939 | lincoln.adhd@btconnect.com |
| EMC Services Equality for Minority Communities | 01427 787190 | emc_lincs@lincolnshire.gov.uk |
| Family Action | 01427 619519 | lincoln@family-action.org.uk |
| Lincolnshire Centre Grief & Loss | 01522 546168 | www.lcgl.org.uk |

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| Gainsborough Sure Start | 01427 617761 | |
| Young Carers | 01427 612096 | |
| Youth Offending Service | 01522 554554 | www.lincolnshire.gov.uk/residents/community-and-living/community-safety/crime-and-disorder/lincolnshire-youth-offending-service |
| Addaction / Hidden Harm Counselling | 01522 305518 | www.addaction.org.uk |