

# Messingham Primary School

## SEND Information Report

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*My Child has Special Educational Needs. What can you offer at Messingham?*

Excellent question and one which certainly doesn't have a standard, single answer! At Messingham Primary we embrace the fact that **every child is different** and, therefore, **the educational needs of every child are different** – this is certainly the case for children with Special Educational Needs.

	Questions	School's Response
1	<b>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</b>	<ul style="list-style-type: none"><li>• The progress of all pupils is monitored regularly by class teachers and the SENDior leadership team, so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This may then be discussed with parents/carers and the pupil concerned depending on the level of support required.</li><li>• Concerns raised by teacher for example behaviour or self-esteem is affecting performance</li><li>• Liaison with external agencies i.e. physical</li><li>• Health diagnosis through paediatrician</li></ul> <p>If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our Special Needs Coordinator (SENDCO) if appropriate.</p>
2	<b>How will the school staff support my child?</b>	<ul style="list-style-type: none"><li>• In terms of what we offer children with Special Educational Needs, this is different for every child and it is important to emphasise that, as much as possible, this provision is designed by staff members working alongside the child, where necessary the child's family and, where necessary, outside agencies</li></ul>

		<p>(e.g. Speech and Language therapist or Educational Psychologist).</p> <ul style="list-style-type: none"> <li>• Our SENDCO oversees all support and progress of any child requiring additional support across the school.</li> <li>• The class teacher will oversee, plan and work with each child with SENDD in their class to ensure that progress in every area is made.</li> <li>• There may be a Teaching Assistant (TA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.</li> </ul>
3	<b>How will the curriculum be matched to my child's needs?</b>	<ul style="list-style-type: none"> <li>• All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.</li> <li>• Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary.</li> </ul>
4	<b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b>	<ul style="list-style-type: none"> <li>• We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.</li> <li>• Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SENDD and they will receive a report from the SENDCO on the progress of pupils with SENDD.</li> <li>• The class teacher will liaise with parents at least on a termly basis (this could be as part of Parent's evening or informally at the end of the day) to discuss your child's needs, support and progress.</li> <li>• The SENDCo is available to discuss support in more detail and will offer meetings with parents on a termly basis if required.</li> <li>• If your child is on the SEND Register, they will receive an individual SEND support plan which outlines their areas of need and interventions in place to support this. This plan will be developed by Class Teachers and a copy shared with parents for comment/support.</li> <li>• These plans will be reviewed on a termly basis and the reviewed plans will be SENDt home for parents to be able to see progress made.</li> <li>• If your child has more complex SENDD and may have a statement or Education, Health Care plan, then formal meetings will take place during an annual review.</li> </ul>

5	<p><b>What support will there be for my child's overall well-being?</b></p>	<ul style="list-style-type: none"> <li>● We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.</li> <li>● They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL).</li> <li>● Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.</li> <li>● We are a nurturing school and have designated members of staff including a Pastoral Lead (Mrs D Cookson) who support children with emotional difficulties through a variety of methods of support such as drawing and talking therapy and CALL (communicative aspects of learning and life) sessions.</li> <li>● Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place.</li> <li>● Pupils' views are sought through school council and other forums.</li> <li>● Every week, the children have a class assembly to discuss current issues.</li> <li>● Emotional support programmes such as Drawing and Talking can also be supported if teacher's feel it is appropriate.</li> <li>● The Early Help process in school enables effective multi-agency working.</li> </ul>
6	<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<ul style="list-style-type: none"> <li>● <b>Educational outside agencies include:</b> Educational Psychology (EPS); Behaviour Support (BST); Autism Spectrum Education Team (ASET)</li> <li>● <b>Specialist health services</b> such as Speech and Language Therapy (SALT); Hearing Impaired Service (HI); Occupational Therapy (OT); Physio-therapy (PT); Child and Adolescent Mental Health (CAMHS) and the School Nurse.</li> <li>● We also work with Children's services, Parent Partnership (now known as 'SENDD information and advice support service) and FASST.</li> <li>● We have close links with our Secondary School – Frederick Gough – and use support services which they provide.</li> </ul>
7	<p><b>What training have the staff supporting children with SENDD had or are having?</b></p>	<ul style="list-style-type: none"> <li>● We regularly invest time and money in training our staff to improve Wave 1 (quality first teaching in class) provision for all students, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions).</li> <li>● Our Special Educational Needs Co-ordinator (SENDCo) is a qualified and experienced teacher and is on track to receive the National Qualification in Special Educational Needs, as well as receiving ongoing SEND training in specific areas.</li> </ul>

		<ul style="list-style-type: none"> <li>All our teachers hold qualified teacher status and all staff members, including TAs, receive regular training to best support our pupils with SEND, for example in dyslexia, autism, learning delays, behaviour, speech and language needs, as well as how to challenge our most able students..</li> </ul>
8	<b>How will my child be included in activities outside the classroom including school trips?</b>	<ul style="list-style-type: none"> <li>Our Equality/Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.</li> <li>Where there are concerns for safety and access, appropriate risk assessments are carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.</li> </ul>
9	<b>How accessible is the school environment?</b>	<ul style="list-style-type: none"> <li>The school site is wheelchair accessible with two disabled toilets large enough to accommodate changing. The school is all on one level.</li> <li>We liaise with the bilingual support service who assist us in supporting our families with English as an additional language.</li> </ul>
10	<b>How will the school prepare and support my child to join the school, transfer to a new setting /school or the next stage of education and life?</b>	<ul style="list-style-type: none"> <li>We have an Induction programme in place for welcoming all new learners to our setting</li> <li>We have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition</li> <li>Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.</li> <li>We liaise closely with agencies such as ASET (Autism teaching team) to create bespoke transition packages throughout in year transitions and onto our secondary schools.</li> </ul>
11	<b>How are the school's resources allocated and matched to children's special educational needs?</b>	<ul style="list-style-type: none"> <li>We ensure that all children who have Special Educational needs have access to resources (to the best of the school's ability with the funds available).</li> <li>We have TAs funded from the SEND budget who deliver programmes designed to meet groups of children's needs.</li> <li>The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a TA.</li> <li>Funding for 1:1 TA support can also come from an child's individual statement of Special Educational Needs.</li> </ul>

12	<p><b>How is the decision made about what type and how much support my child will receive?</b></p>	<ul style="list-style-type: none"> <li>● Quality First Inclusive Practice (Wave 1) is clearly defined in our setting and we expect all staff to deliver this.</li> <li>● Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENDCo oversees all additional support and regularly shares updates with the SEND Governor.</li> </ul>
13	<p><b>How are parents involved in the school?</b></p> <p><b>How can I be involved?</b></p>	<ul style="list-style-type: none"> <li>● We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations.</li> <li>● We operate an open-door policy to allow parents to contact their child's class teacher or the SENDCo with ease.</li> <li>● Parents are invited to become involved in school-life through a number of means eg FOMS, Parent Council, hearing children read, homework.</li> <li>● Coffee mornings, Open days and other events offer parent the opportunity to come and see the school in action.</li> <li>● Our Governing Body includes Parent Governors/repreSENDtatives.</li> </ul>
14	<p><b>Who can I contact for further information</b></p>	<p>In the first instance, parents/carers are encouraged to talk to their child's class teacher. For students with SENDD, further information and support can be obtained from the SENDCo.</p>