

1. What should I do if I am concerned about my child's progress, learning or well-being?

1.	Contact your child's Class Teacher During this meeting you will review progress over a period of time and look at latest assessment results and together decide upon a plan of action. Some children need a little more than the Quality First Teaching and this will be monitored carefully.
2.	SENCo's action If parents/ carers/ staff are still concerned, then a SEND referral form will be completed by the class teacher to pinpoint the areas of need It may be necessary for you to meet with the SENCo. Sometimes there is a need for additional assessments to be carried out within school or by outside agencies and intervention put in place to support individual needs
3.	Individual targets will be set, shared with pupils and parents, and reviewed termly. A pupil profile containing key information such as likes/ dislikes and escalation triggers/ de-escalation strategies identified may be shared in order to offer further support

2. How will school respond to my concern?

1.	Initial concerns should be shared with your child's class teacher at parent consultations or by making an appointment at any point during the academic year with the class teacher.
2.	A meeting with the SENCo, Class Teacher and Parent may take place to discuss concerns raised in the initial consultation – dependent on the child's needs
3.	Further assessment may be carried out within school to support setting targets to meet needs. It may be necessary to contact outside agencies to assess, observe or seek advice to decide on the most suitable course of action.
4.	A plan (ISP – Individual Support Plan) which outline the targets along with entry data so that progress can be carefully monitored. Interventions in place to support and how. This is shared with all involved.
5.	Progress is reviewed at termly parents, children and adults involved. Targets are reviewed and new targets set.

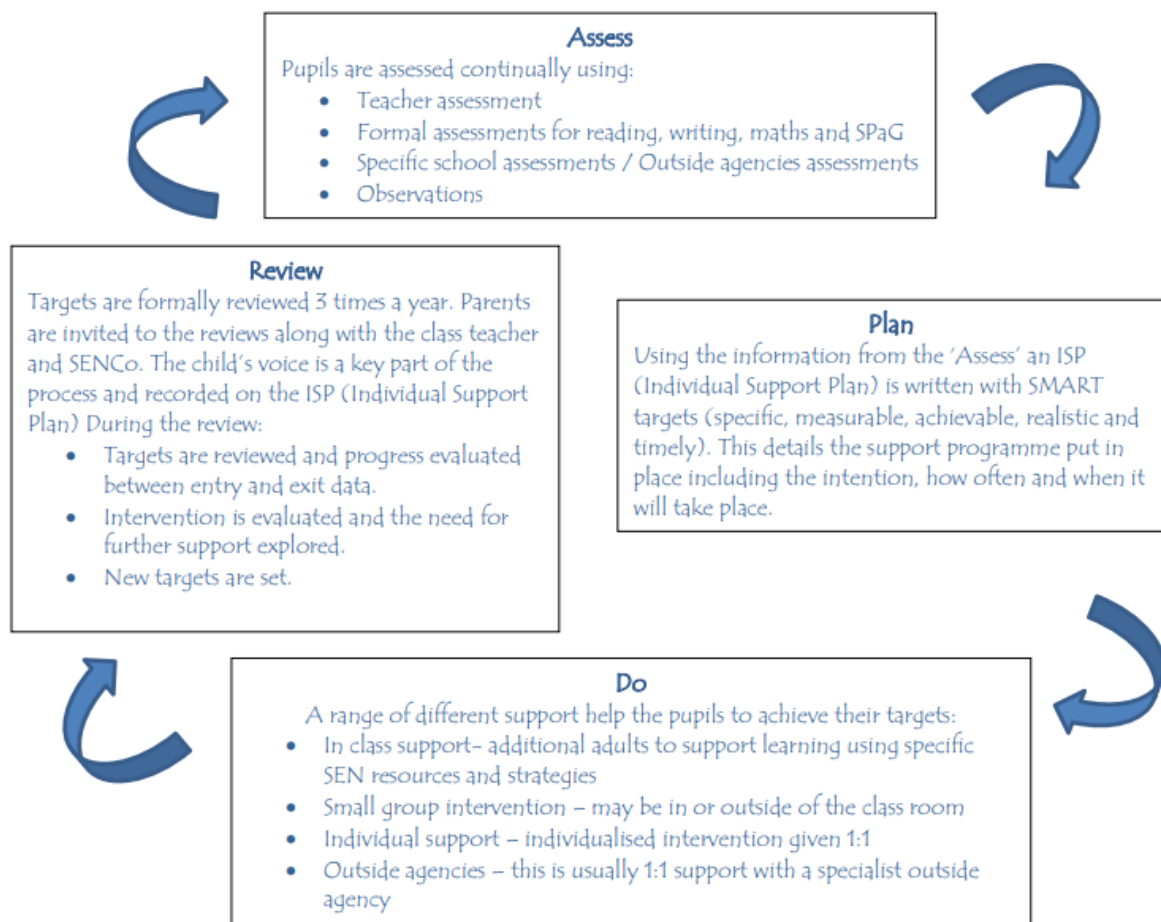
3. How will the school decide if my child needs extra support?

Decisions would be made using both formal and informal assessments of your child including:

- Adult observations over a period of time
- Monitoring data
- Discussions with parents/pupils
- Advice sought by the SENCo and from outside agencies
- Use of Learning Pathway

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

Appropriate targets will be set and the progress will be monitored by the class teacher with support from the SENCo, teaching assistants or outside agencies. The process for providing support is known as 'Assess', 'Plan', 'Do' and 'Review' cycle:



The Trust SEND Framework and Academy Learning Pathway lays out the processes in place to support all of our children in the 4 broad areas of SEND:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

It outlines the graduated approach in place to support children and the range of interventions in place.

5. Who will support my child in school? There are many people who may be involved in providing support for your child. These may include:

Who?	Roles and Responsibilities
Class Teacher	The class teacher is the first point of contact should you wish to raise a concern about your child. It is the class teacher's responsibility to plan for teaching and learning to meet the needs of the child and ensure that progress is made. Class teacher will liaise with the SENCo for advice on interventions and resources
SENCo – Lynn O'Neill	The SENCo: <ul style="list-style-type: none"> • Monitors the progress of all the children on the SEN register and will monitor the effectiveness of intervention for children throughout the school. • May refer pupils for support from outside agencies • Leads review meeting and completes relevant paperwork • Uses in school assessment tools to identify gaps and support intervention • Liaises with outside agencies • Leads Annual Review meetings
Teaching Assistants	The teaching assistants support our children under the planning and direction of the class teacher. They deliver intervention to individuals or small groups and feedback to the class teacher.
1:1 Teaching Assistants	Support children with an EHCP to meet their outcomes
Head Teacher	The Head Teacher meets regularly with the SENCo to discuss provision in school for pupils with SEND. She leads the behaviour support.
Midday Supervisors	The Midday Supervisors support the personal, social and emotional needs of our children. Good communication between teaching staff and Midday Supervisors ensures that children are closely monitored during lunchtime and information is passed on if necessary. They are invited to attend appropriate training to deepen understanding and provide them with strategies to support children who may have additional needs.
Administrator	The Administrator will add your child's special educational need to the central record. This is directed by the SENCo.

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

Staff	Qualifications/Experience/Training
Donna Woosey Head Teacher	Designated Safeguarding Officer
Lyndsey Done Deputy Head Teacher	Designated Safeguarding Lead
Lynn O'Neill (SENCO)	National SENCo Award Designated Safeguarding Officer
Teaching Staff	All teaching staff have Qualified Teacher Status. All teaching staff undertake SEND training in school as part of their continued professional development. This is either delivered by the SENCo or Outside Agencies.

Teaching Assistants	Our Teaching Assistants hold a range of qualifications including NVQ Level 3. They are experienced Teaching Assistants and have a wide range of experience across the Primary age range.
SEN Governor	The SEN Governor has had many years' experience in this role and liaises closely with the SENCo

Staff have a wide range of SEN training, including:

- Dyslexia awareness
- Autism awareness – (Making sense of autism: raising awareness)
- First Aid/Medical Training for Asthma, Epilepsy and Diabetes
- Precision teaching (Dyslexia Outreach)
- Alphabet arc strategies
- Colourful Semantics (Speech and Language Therapy Programme)

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

Agency	Roles and Responsibilities
Specialist Teacher	<ul style="list-style-type: none"> • Assess children's learning needs • Support SENCo with target setting Team
SALT (Speech and Language Therapy)	<ul style="list-style-type: none"> • Assessment of speech difficulties and language acquisition • Direct aching through blocks of therapy • Support and advice/ setting programmes of SALT for school to deliver
Working Together Team	<ul style="list-style-type: none"> • Observe and support pupils with social, communication needs including Autism • Suggest strategies to staff to help support pupils
Grief and Loss Counselling Service	<ul style="list-style-type: none"> • Offer support to children who have suffered the loss of a loved one • Support children dealing with bereavement/ separation issues
Community Paediatrician	<ul style="list-style-type: none"> • Diagnose pupils who have social, communication needs with Autism or Asperger's. • Support the diagnosis of ADHD (attention deficit hyperactivity disorder)
CAHMS (Child and Adolescent Mental Health Services)	<ul style="list-style-type: none"> • Help young people up to 18 years old (or 24 if they have been in the care system) who are experiencing difficulties with their mental health. • Support lots of young people when they are finding it hard to cope with every-day life due to feeling sad, worried, frightened or overwhelmed
Specialist Teacher for Hearing Impaired Children	<ul style="list-style-type: none"> • Advise schools on the use and management of specialist audiological equipment such as radio aids and sound field systems. • Offer support in how deaf and hearing-impaired children and young people learn and develop • Train staff in the use of equipment and how to ensure optimum conditions in the school for deaf and hearing impaired children • Assess needs regularly and deliver support if necessary
Occupational Therapy	Provides specialist assessments for children with physical disabilities, complex medical needs and/or significantly challenging behaviours which impact on their ability to access and carry out essential activities safely.

	<ul style="list-style-type: none"> • Assess the suitability of equipment used within school
Physiotherapy	<ul style="list-style-type: none"> • Work with children and young people who have physical difficulties which affect the way they move. These difficulties may relate to problems with muscles or bones or may be related to injuries to the brain or nervous system. • Suggest exercises and advice regarding posture, balance or coordination

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

Pastoral and social support

- We pride ourselves on the excellent relationships that are built up between the children and all staff to support children's social and emotional needs
- Staff work closely together to provide support for children with social and emotional needs
- We part of the Mini Police introduce these children to a positive experience of policing and to get them involved in the local community.
- Restorative practise is embedded in the ethos of the school and children are encouraged to take ownership for their actions through restorative conversations
- All child protection issues are reported to the Head of School
- A clear behaviour policy which is adhered to by all staff (Please refer to copy on school website)
- If a member of staff has noticed that a child is experiencing difficulties in the area of well being, then a referral is made so that suitable intervention can be identified
- Sometimes it is necessary to deliver more bespoke support – we have a designated Welfare TA who has a range of interventions to meet needs
- It may be necessary to complete an EHA (Early Help Assessment) to access support from outside agencies such as Healthy Minds, CAMHs or Greif and Loss
- The Jigsaw scheme of work is followed through school to deliver PSHE
- The school holds the Silver Status in the Carnegie Centre of Excellence for Mental Health Award
- We have representative from Year 2 and above who are Well-Being Ambassadors who meet regularly to consider the needs of the school e.g. planning well-being events within school, designing and making Worries Boxes for each class

Medical Needs

- If your child has medical needs then please ensure that the information is passed on to the SENCo
- If required a 'care plan' can be put in to place
- If your child requires medication, please contact the School Administrator
- All concerns are recorded on a central secure system – My Concern

Support for Behaviour

- When classroom interventions do not meet the needs of a child, a specific plan will be put in place. It may be necessary to access additional support from a specialist outside agency such as PRT (Pupil reintegration Team) or BOSS (Behaviour Outreach Support Service).
- Targets will be put into place in a 'behaviour plan' that will support your child (parents and pupils are involved in this process)
- We follow the Lincolnshire Ladder of Behavioural Intervention
- Sometimes a specific behaviour plan called a PSP (Pastoral Support Plan) is needed. Targets are agreed by school, parents and the child and these are reviewed in 8 weeks. School can seek support from PRT (Pupil reintegration Team) and BOSS (Behaviour Outreach Support Service) in these cases.

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

Your child's voice is important and valued. Their views about their learning are vital and help us to review the provision that has been planned. Your child will be involved in the assessment of their learning and setting future targets.

Where appropriate your child will be involved in all relevant meetings or part of the meeting. They will be encouraged to talk about their progress, what strategies are working well and what they feel they may need support with for future targets.

Parents are included in ALL meetings and you will be asked for your child's views and ideas. This information will support the review meeting.

As much as possible, your child will be supported by the same member of staff during the year to ensure continuity and establish effective relationships.

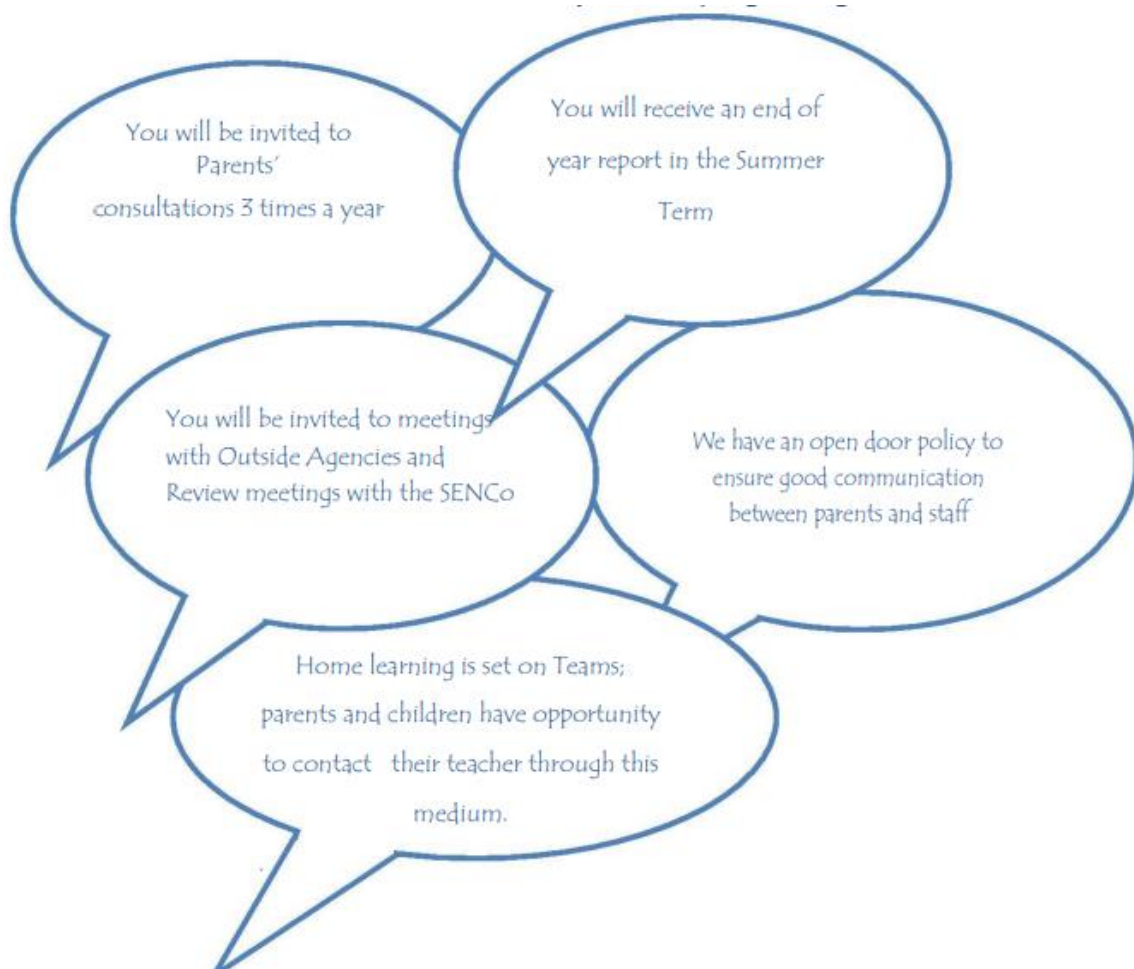
10. How will the curriculum be matched to my child's needs?

If your child has SEND then they will need support that is 'additional to and different from' other children. In addition to high quality teaching, the class teacher will plan a range of appropriate strategies to support the child's learning. These are listed below:

Strategies	Examples
Use of ICT	Talking Tin, iPads may be used to record sentences to support children to record their ideas Clicker 7 is a word processing programme IDL and touch typing Apps to support learning
Metacognition	Staff have had training about supporting pupils to understand how they learn best
Growth Mind set	Staff encourage children to develop determination, to be brave, curious and flexible in their learning through the use of the Power Maths characters
Cognitive science strategies	Staff are curious in their approach to learning and regularly reading to further their skills in exploring ways to become more effective learners

Small group learning	The class teacher will plan activities for your child to work in a small group to meet their learning objective
Concrete, pictorial, abstract	By taking a Concrete-Pictorial-Abstract (C-P-A) approach, Power Maths allows children to tackle concepts in a tangible and accessible way.
Use of talking partner/ learning buddies	Sitting your child to interact with an adult. Sitting your child with supportive peer learners. Careful seating on the carpet to be near the teacher or gain a better view. This will support your child to be engaged and provide opportunities for discussion, having a greater understanding of the learning.

11. What opportunities will there be to discuss my child’s attainment and achievement? How will I know how well my child is progressing?



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

At Heighington Millfield Primary Academy, we track progress through the use of continual assessment for learning and assessment data at key times throughout the year. Closely monitoring pupils enables us to identify the children who are not making expected progress. We

use different assessment tools to measure children against age related expectations to identify areas to target and support:

- Assessment related to the learning Objective.
- Early Learning Goals – for children working within the Early Years Foundation Stage.
- Continual Assessment for Learning – within the classroom, using thumbs up/down, self-assessment against targets, use of talking partners to share ideas, quizzes.
- Individual targets – through a ISP (Individual Support Plan).
- Observation and professional judgement.

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

First hand experiences are a key feature of learning in our school. We frequently use educational and residential trips to enhance learning opportunities. All children are included in visits and will ensure that any specific needs are taking into account in our risk assessment.

14. How accessible is the school environment?

Special arrangements may be necessary for some children with physical disabilities because our premises are not fully DDA compliant. but access to most areas of the school is still possible.

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

- At Heighington Millfield Primary Academy we ensure that your child is fully prepared to join our school through a careful, well thought transition plan. We have strong links with feeder pre-schools/nurseries and to ensure a smooth transition we will:
 - Visit your child in the pre-school setting. If we are unable to do this, we will make sure that we speak to your child's keyworker to gain as much information as possible to support the transition
 - Use paperwork sent from pre-schools/nurseries such as your child's learning journeys and any medical/SEN information
- Hold a 'Meet and Greet' opportunity during the Summer term before your child starts school. This is an opportunity for you to meet the Class Teacher.
- Arrange a morning/afternoon or full day visit for your child to come to school

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

We work hard to ensure transition to a new school is as seamless as possible and is an exciting experience for the children. Transition to a new school is often a worrying time and even more so if your child has SEN. We will do our best to ensure:

- Your child is offered extra transition opportunities (should this be required)
- Meet with the SENCo of the secondary school to share information
- Complete transition books to support your child with any new routines
- Contact agency support (if necessary) to become involved with the transition

- Arrange transition meetings with secondary SENCo, primary SENCo, parents, class teacher and pupil (if appropriate)

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

At Heighington Millfield Primary Academy we recognise the valuable role parents play in supporting their child's learning. There are many different ways parent can support their children such as:

- Attending meetings
- Ensure children complete home learning task/reads regularly
- Keep us up to date of any changes or information you feel that is necessary to pass on to the class teacher/ SENCo
- Play games for developing memory, spellings or maths.
- Access useful websites and apps.
- Follow specific agency advice, such as games and activities, organisational strategies (visual timetables or checklists) and behaviour management strategies to try at home and in the classroom.

18. How can I access support for myself and my family? The Local Educational Authority (Lincolnshire County Council) has a list of agencies that can offer a wide range of support. This can be found by clicking on the link below:

[SEND Local Offer – Lincolnshire County Council](#)