



Special Educational Needs
Information Report 2024

1. Our Values and Ethos

The Staff and Governing Board of Osbournby Primary School believe in:

Honesty:

We show this by being truthful with one another, learning from mistakes and being responsible for our own actions

Aspiration:

We show this by always trying to be the best that we can be

Resilience:

We show this by understanding challenges as opportunities to improve ourselves and working collaboratively to overcome them

Kindness:

We show this by working together to achieve the very best for our school community. We work together with children, parents, the local community and our cluster of schools (AQT).

2. The Children and Families Bill 2013

The Children and Families Bill takes forward the Government's commitment to improve services for vulnerable children and support strong families.

It will reform the systems for adoption, looked after children, family justice and special educational needs (SEN).

The Bill extends the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decision-making about SEN and so ensures their needs are properly met and appropriate progress is made.

The following LOCAL OFFER is Osbournby Primary School's response to specifically devised questions and gives an overview to parents and carers of all the services normally available at school to support children with SEN and those with a disability.

3. Who leads and manages the provision for pupils with special educational needs?

- Mr Matthew Johnston (SENDCo)
- Mrs Heather Bide (Headteacher)
- Mrs Paula Pedersen (SEN Governor)

4. How does our school know if our pupils need extra help?

A child has special educational needs if she or he has a:

- Learning difficulty which is significantly greater than the majority of children of the same age
- Disability which makes it difficult to use the facilities normally available.

Special educational needs are described by the Special Education Needs Code of Practice as falling into four areas. These are:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical.


It is estimated that between 15% and 17% of children have special education needs at some time in their school life and 3% of those may require extra provision, previously through a Statement of Special Educational Need, but from September 2014 through an EHC (Educational Health Care Plan).

- 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.

The school aims to meet the needs of each and every child, including those with Special Educational Needs and Disabilities so they may reach their full potential and enjoy their learning.

5. How will the school respond to parent concerns?

Parental Concerns	Our School's Graduated Response
<p>What should I do if I think my child has special educational needs?</p>	<p>If you are worried about your child's progress or development, your first point of contact should be your child's class teacher. We have an open-door policy and our strong home to school partnership with you is vital so that we can understand your child's needs. We can arrange a meeting to talk about your concerns in more depth.</p> <p>Depending on your child's needs, the SENCO (Special Educational Needs Coordinator) Mr Johnston may come along to the meeting and, if there are significant concerns, your child may be put on the SEN register.</p> <p>The process of providing extra support is:</p> 
<p>How will the school decide if my child needs extra support?</p> <p>How will my child be involved in the process and be able to contribute their views?</p>	<p>At school, we use different ways to assess your child's strengths and difficulties, such as:</p> <ul style="list-style-type: none"> • observations over time in a variety of different environments to get the whole picture of your child's development – this could be the teacher, teaching assistant, midday supervisors or the SENDCO; • assessment data and progress against age related expectations that are carried out termly; • information from professionals involved with your child from outside of school; • standardised assessments e.g. Star Reader assessments • assessment for learning used by the teacher and children in class; • progress towards individual targets <p>The teacher and SENCO will talk to both you and your child about their strengths and any difficulties they are experiencing.</p> <p>The information gathered will help to identify if they have a special need in one or more of the following areas:</p> <ul style="list-style-type: none"> • communication and interaction; • cognition and learning; • social, emotional and mental health difficulties; • sensory and/or physical needs; • children with medical conditions also come under special needs. • For more information on these please see SEND Code of Practice pgs 97-98

<p>How will I know what my child needs to work on?</p>	<p>Once we have a clear picture of your child's needs, we can then plan the most important things your child needs to focus on in their learning. You and your child's views about what support will work will make the plan more successful. Your child's targets will be set, monitored, and their progress reviewed by your child's class teacher. The SENDCO may be involved, depending on the needs of the child. Targets are often set that focus on developing skills in the following areas:</p> <ul style="list-style-type: none"> • speaking (pronunciation, understanding and using vocabulary); • listening (understanding and following instructions); • reading (decoding, comprehension); • writing (sentence construction, punctuation, vocabulary, grammar); • maths (counting, number recognition, mental recall of facts); • cooperative group work and social skills; • independence and organisation; • attention (focus on a task). <p>These are shared with parents, pupils and supporting adults. The plan will outline how the staff will keep a record of your child's progress and achievement.</p> <p>Where a child has a medical condition or physical needs, care plans are developed with health professionals, such as:</p> <ul style="list-style-type: none"> • nursing teams e.g. diabetes or epilepsy; • physiotherapy and occupational therapy; • speech and language therapists; • In addition, the school can refer and liaise with community paediatricians, Working Together Team (Autism outreach), BOSS (Behavioural outreach), Healthy Minds and Child and Adolescent Mental Health Services (CAMHS)
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<p>What will school do to support my child's learning and behaviour?</p>	<p>The planning stage will include what the school will do to help your child to achieve their targets. Support is organised in a variety of ways:</p> <ul style="list-style-type: none"> • in class – the teacher and teaching assistant work together to adapt their teaching strategies and resources to help the child to be more involved with their learning • small group – the staff might help a group of children in or outside the classroom on a particular area of learning; • 1:1 – staff might work with your child in or out the classroom on a specific programme or activities tailored for them; • outside agency – somebody from outside the school may come into school to work with your child. <p>This provision is recorded on a provision map for each year group. This shows the activities planned for different groups of children for learning, personal, social and emotional development, and physical development e.g. motor skills. These can vary depending on the needs of the children. It will identify who, when and how often it will take place and the resources needed for the activities. Some of the programmes we have available in school to meet specific needs in groups and individually are:</p> <p>Cognition and Learning</p> <p>Toe by Toe – multi-sensory phonic reading programme;</p> <p>Plus 1</p> <p>Power of 2</p> <p>Precision Teaching – 1:1 practice of basic reading, spelling and maths skills;</p> <p>Pre-teach intervention groups</p> <p>IDL</p> <p>Literacy Gold</p> <p>Morph Mastery</p> <p>Communication and Interaction</p> <p>Pre-teaching vocabulary groups;</p> <p>Colourful semantics - grammar and sentence structure;</p> <p>Social Stories</p> <p>Individualised SALT programmes</p> <p>Language for Thinking</p>
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Language for Emotions

ELKLAN

Personal, social and mental health

Positive play and group work skills – making up games, making rules, fair play, positive relationships;

Managing feelings and problem solving – recognising emotions and developing strategies to make good choices;

Social Scripts

Pastoral support – self-esteem and emotional wellbeing;

Lego Therapy

Drawing and Talking

Sand Play Therapy

Thrive

ELSA

Sensory and Physical Need

Motor skills – gross and fine motor coordination; including handwriting;

Physiotherapy programmes- Theraputty

Clicker 8

Sensory Circuits

Looky VisionAid

Pastoral Support Plan

If your child has specific difficulties with behaviour, they may have a Pastoral Support Plan (PSP). This will follow the **assess, plan, do review** process:

- Your child will be observed by the adults involved to understand the nature of the difficulty e.g. attention, anxiety, aggression etc.
- A specific target will be created with staff, parents and your child that is a priority need. The plan will include triggers, strategies to use with your child, actions of your child and the reactions of the adults.
- The plan will be shared and taken on board by all adults involved.
- Progress will be reviewed according to a set timetable and with outside agencies if necessary, wherein next steps will be agreed.

	<p>If there are concerns about attendance, an Education Welfare Officer may be asked to become involved.</p>
<p>What support will there be for my child's emotional and social well-being?</p>	<p>In addition to specific interventions planned for individual and groups of children, there are several other ways we offer pastoral and social support through the school:</p> <ul style="list-style-type: none"> - Teachers, Teaching Assistants (Tas) and Midday Supervisors (MDSAs) build up strong relationships with children to support their emotional needs. The SENDCo will share information on a Pupil Passport with key members of staff to ensure their needs are taken into account throughout school. - All safeguarding and child protection issues will be reported to Heather Bide (Headteacher & Designated Safeguarding Lead) or Beth Marshall (Deputy Designated Safeguarding Lead) - We have a clear relationships and behaviour policy which is adhered to by all staff (please visit the school website for a copy) - PSHE sessions in each class promote opportunities for speaking, listening, empathy, working together, turn taking and following social rules - The school refer to counselling services such as Lincoln Grief and Loss Counselling service, and CASY counselling. Their details can be found in the useful contacts section - The school refer to Healthy Minds/CAMHS and their details can be found in the useful contacts section

<p>How will I be involved in supporting my child?</p>	<p>We pride ourselves in our strong links with parents and will offer a lot of practical ways to support your child's development in school and at home.</p> <p>We provide parents ideas such as:</p> <ul style="list-style-type: none"> • games for developing memory, spelling, maths etc.; • useful websites and apps; • strategies for helping when hearing your child read e.g. reading to your child before they read to you; • specific agency advice – organisational strategies, behaviour management strategies; • letters to support referral e.g. paediatricians.
<p>How will I find out about my child's progress and achievement?</p> <p>What if they aren't making progress?</p> <p>Who else might be involved in supporting my child?</p>	<p>Parents and children are asked to come to a review meeting every term to see how well your child has done.</p> <p>Questions that we will ask will be:</p> <ul style="list-style-type: none"> • is the extra help still needed? • does it need to increase? • what targets are needed next? • is more specialised advice needed? If it is felt more specialist advice is needed, the school has access to different agencies to help plan appropriately. <p>Extra meetings may be needed for feedback from observations carried out by outside agencies</p> <p>There are also other opportunities for passing on information to us and there are:</p> <ul style="list-style-type: none"> • parents' evenings (Autumn and Spring term); • home school diaries; • parent teacher conversations before and after school as needed. <p>If it is felt that 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 Educational Health Care Plan (EHCP). This is a document that school have to legally follow. These will bring together the education, medical and social care needs (as appropriate) of your child and is reviewed annually.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>Teachers and staff try to plan engaging and motivating lessons that encourage children to enjoy learning and reach their full potential. Often, small changes within the classroom are enough for a child with SEND to make progress and teachers try to ensure they use a range of different strategies to support children's learning. This might include:</p>

<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>We frequently use educational visits to enhance the learning in classrooms and offer a residential trip to Y5-Y6 every two years. We will always try to include your child on a visit, ensuring any specific needs they have are taken into account when completing a risk assessment. If you wish to support your child on school trips, please contact your class teacher. Depending on the needs of your child, you may be asked to support them on an educational visit.</p>
<p>Who will support my child in school?</p>	<p>Many people may be involved in providing support for your child. These may include:</p> <p>Class Teachers</p> <ul style="list-style-type: none"> • delivers high-quality teaching to ensure your child gets full access to the curriculum • sets targets based on your child's needs • is ultimately responsible for ensuring the intervention is provided and its effectiveness monitored <p>Mr Johnston (SENDCo)</p> <ul style="list-style-type: none"> • supports with effective target setting • monitors the effectiveness of intervention groups through the use of provision maps for each year group • may complete referrals to agency support, including writing letters of your child's need to GPs • leads review meetings and complete relevant paperwork <p>Teaching Assistants (TAs)</p> <ul style="list-style-type: none"> • day to day support within the classroom within class tasks. • may provide additional intervention, e.g. handwriting, additional reading, scribing in writing, basic maths practise) directed by the teacher to support the targets set may provide support for reading, spelling, memory games, structured programmes (Beat Dyslexia, basic maths skills either through 1:1 or small group work) • Provision of 1:1 target work as per IEPs or EHCPs <p>Midday Supervisors (MDSAs)</p> <ul style="list-style-type: none"> • may provide support for monitoring and supporting personal, social and emotional needs of your child through playground games, initiating play, monitoring progress in a specific area (e.g. forming friendship groups) <p>Additional agencies</p> <ul style="list-style-type: none"> • see section below for detailed list • may complete assessments or observations to support with further details regarding your child's need • may provide support for reading, spelling, memory games, structured programmes, basic maths skills either through 1:1 or small group work • will support with target setting • may be involved in the review process and deciding next steps. <p>SEND Governor (Paula Pedersen)</p> <ul style="list-style-type: none"> • will oversee the provision for SEN and evaluate the impact of provision

What training and experience to staff have for the additional support of my child’s needs?	Mrs Heather Bide (Headteacher)		Designated Safeguarding Lead, LMHS
	Miss Bethany Marshall		Deputy Designated Safeguarding Lead
	Mrs Bridgette Burn		THRIVE Lead Practitioner
	Individual staff have had training in the following specialist areas:		
	<ul style="list-style-type: none">• Team around the Child• Mental Health and Well- Being• Understanding and Managing Behaviour• Dyslexia• First Aid• Lego Therapy• Team Teach• Elklan• Drawing and Talking Therapy• Sand Play Therapy• ELSA		
	All staff have had training for:		
	<ul style="list-style-type: none">• Safeguarding• Understanding Autism• TeamTeach• Thrive		
Who else might be involved with my child?	Agency	Time in School	Support Offered
	Educational Psychology	Bookable consultations throughout the year	Planning support for individual children with a range of needs.
	Working Together Team	As requested	Observation and advice with planning support for children with social communication difficulties including those children with autism.
	Specialist Teaching Team	As requested	Assessment of children with learning difficulties, teaching and staff support.
	Speech and Language Therapists (SALT)	As requested	Assessment and planning support for children with speech

			difficulties and understanding of language.
	Behavioural Outreach Support service (BOSS)	As requested	1:1 social emotional development
	Child and Adolescent Mental Health Service (CAMHS)	As requested	Offers school advice and guidance on supporting children with mental health difficulties.
	Healthy Minds Lincolnshire	As requested	Support and advice to parents and carers. Training and in dealing with emotional wellbeing issues.
	School Nurse Service	As requested	Support with concerns about toileting, eating, emotional wellbeing, hygiene and puberty
	Lincoln Centre for Grief and Loss	As requested	Counselling support in school for 6 sessions.
	CASY Counselling	As requested	Counselling service available to schools
	Don't Lose Hope	As requested	Counselling service available to schools and families
	SEND Outreach Service	As requested	Advice and support for children with SEND
	Community Paediatricians	As requested	Child Health-assessment, diagnosis and management
	Ophthalmology Clinic (Visual Processing Clinic)	As requested	Child Health-assessment, diagnosis and management of children displaying reading difficulties such as tracking issues.
How accessible is the school environment?	<ul style="list-style-type: none"> The school site has access from the street There is a disabled toilet The playground is on a slight slope downwards towards the building The main reception entrance to the school has a small curb 		

	<ul style="list-style-type: none"> All classrooms and internal learning spaces are on a level surface
How do you prepare my child for transition to and from school?	We undertake a range of transition activities, including current setting visits and Osbournby Primary introductory visits for children and parents. A range of transition activities are provided for our year 6 to prepare them for secondary transition. Further opportunities for our children with SEND are provided, included earlier and more frequent transition visits both accompanied and independent.