

Partney C of E Primary School

SEN Information Report

(Updated January 2025)

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

If you think your child is showing difficulties, whether academic, behavioural, physical or emotional, the first thing to do is talk to the child's class teacher. If you are unable to talk with them then please arrange an appointment to meet with Mandy Whittaker, Special Educational Needs and Disabilities Co-ordinator (**SENDCo**).

2. How will the school respond to my concern?

As a school, we will listen to your concerns and discuss the situation with you. We will then arrange a longer meeting which will provide the opportunity to discuss your child with regards to school and home. At this meeting a plan will be set up to monitor your child for a set amount of time to collect careful observations. After this a follow-up meeting will then be arranged to discuss the next steps.

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

At Partney C of E Primary School, we use a range of methods, both formal and informal, to gather information to help in the decision-making process.

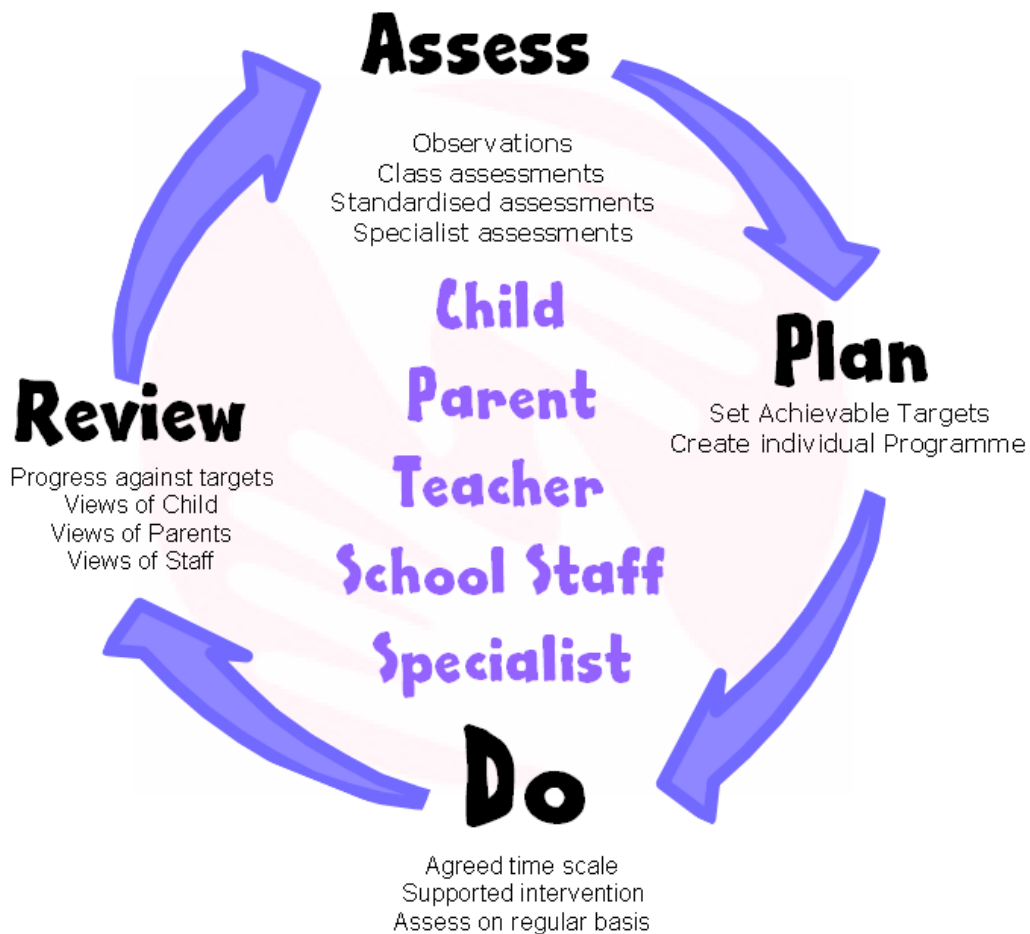
These include:

- Observation of the child over a period of time (by class teacher, teaching assistants, midday supervisors).
- Monitoring data (collected every term and discussed with the class teacher and headteacher at our termly pupil progress meetings).
- Conversations with the Pupil.
- Parent/teacher discussions.
- Initial Concern forms may be completed to identify area of need and record what has already been put in place to support the child.
- Once the evidence has been gathered, the class teacher, SENDCo will meet with the parents/carers and the child to discuss next steps.
- If appropriate, A V-SEND page will be filled out by the SENDCo, to track the progress of the child and any further needs that may emerge.

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

During your meeting with the class teacher and/or SENDCo, you will discuss next steps. It may be that the child, in agreement with parents/carers, will be placed on the Special Educational Needs and Disabilities (SEND) register. Targets for the child, along with the strategies and programmes that we will use to support those targets, will be recorded in a 'Support Plan'. These will be reviewed and monitored a minimum of once a term. Parents/carers and children, will have the opportunity to contribute to this plan.

The process that we use to support children within the school is Assess – Plan – Do – Review.



The SENDCo will use a provision map to oversee the quality and effectiveness of the provision within the school. Provision means the **additional** help given to individuals or pupils in small intervention groups, or adaptation, differentiation or 'scaffolding' of activities within a class situation. This means that the class teacher adapts activities to suit the ability and level of the child.

5. Who will support my child in school?

We are proud at Partney C of E Primary School to have a dedicated staff team. Your child will be supported by their class teacher, SENDCo, Head of School, Executive Headteacher and our Teaching Assistants (TAs). Each of our TAs is trained in delivering different programmes to support children. These are usually referred to as 'intervention programmes'. The member of staff supporting your child will differ depending on the intervention that is required.

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

Our SENDCO is Mrs Mandy Whittaker. She has the SENDCO National Qualification and attends all the local SEND Briefings to keep up to date with changes in practice or law.

Our staff have a variety of skills and have undertaken a variety of training. These include the most recent:

Rapid Reading resources
ELSA support (Emotional Literacy Support Assistant)
Early Years SENDCo
Autism Spectrum condition
AET Making Sense of Autism
Theraplay
Profile Demand Avoidance
Team Teach, including de-escalation strategies
ACES and trauma informed practice
ADHD awareness
Dyslexia awareness
Working memory

All of our staff are trained in both safeguarding and first aid. All our staff follow a continuous pathway to update this training regularly. Some staff have additional paediatric first aid training.

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

If it is necessary, then a referral will be made to an outside agency to support your child. These include:

- Specialist Teaching Team (Special Educational Needs and Disability service)
- Visual Processing Clinic

- Community Paediatrician
- Speech and Language Therapist
- Children and Young People's Nursing Team
- The Working Together Team
- BOSS
- Healthy Minds
- ASK SALL
- Educational Psychologist
- Occupational Therapist
- SEST – Specialist teachers for the deaf
- Early Years' Specialist teaching team
- PRT team

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

All the staff at Partney C of E Primary School pride themselves on making sure that all children are happy within school. One of our TAs (Mrs Jo Kirk) is trained as an Emotional Literacy Support Assistant. This helps us meet the range of emotional needs that children can often present. Any involvement is with the permission of the parents/carers.

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

It is important to all of us that children play an active part in all aspects of their educational life. Before SEND reviews, they will be asked to 'review' their targets in a child friendly and age-appropriate way. During interventions the member of staff working with your child will be able to gain feedback about how the child is progressing and their feelings about the work. This will be fed back to the class teacher to support the next steps.

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

Here at Partney, we offer a broad and balanced curriculum. Within each classroom, the class teacher is responsible for adapting their lessons to meet the needs of all pupils in the class. This allows for all pupils to be challenged and extended no matter what their ability level.

Each of the classrooms has at least one teaching assistant who may assist in running interventions and/or support, challenge or extend pupils.

iPads and other electronic devices can also be used to support children during lessons.

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

Every child will have an annual report which will be written at the end of the year.

You will be invited to meeting 3 times a year, with your child's teacher and/ or the SENDCo to discuss progress and next steps. These are usually held at a different time to parents' evenings and will take about 25 minutes to half an hour.

Any further meetings can be arranged with the class teacher or via the office.

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

Throughout the year your child's progress is tracked and monitored. Within the school we use a range of standardised assessments, teacher assessments and 'Assessment for Learning', which is a way of tracking children's progress on a daily basis against our curriculum milestones.

Each term, the class teacher, Head of School and Executive Headteacher meet to discuss the progress of all children in their class. This 'Pupil Progress Meeting' allows for teachers to discuss concerns and allows for early identification of children requiring more support. The progress of each class is reported to the Governors on a termly basis.

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

The needs of all children are taken into account when planning learning outside of the classroom. This includes providing the right adult to child ratios and providing any extra support for a child to feel safe and happy on the trip.

The school offers a range of after school clubs, as well as a breakfast and home/school club. These clubs are run by members of staff, specialist coaches and the PFA. All of the clubs are able to cater for children with SEND. If you have any concerns about your child attending one of these activities, please come and share your concerns so we can address them.

14. How accessible is the school environment?

The school is fully accessible from outside with the implementation of ramps to both the main entrance and the children's entrance from the playground. There is a disabled parking bay. All of the doors are wide enough to allow for disabled access. We offer disabled toileting facilities and a changing bed.

The staff are able to adapt to support children with either long- or short-term physical needs. These are discussed and planned for with the parent and the rest of the staff.

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

- Our pre-School accepts children from the age of 3. It allows the children to gradually get used to the school environment and staff.
- A member of our school staff can also visit your child's nursery to observe them and chat to staff about the child.
- Parent meetings: We encourage parents to come and talk to us before their child starts school.
- Transition Days: At the end of the year, we will arrange for new children to spend time with the older children, have playtimes and lunch with them, so they are further prepared for starting school in September.

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

As a child moves through school, the planning will begin to focus on transitioning to new schools as well as into new classes.

We are able to share information to support a child attending a new school prior to the child moving. This information will be discussed in a review meeting. If outside agencies are involved with a child, these will play an important part in supporting a child with this stage of their education.

Currently in Year 6, we also run an informal 'transition club' which looks at the differences that you may experience going into a Secondary School.

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

We encourage all parents and children to be involved in their educational journey with us. Every child has their own reading book which we encourage you to read with them on a regular basis. All children will also receive homework and this provides a good time for you to support your child. Depending on their needs, some children may also bring home 'precision reading words' every week. Your child's teacher will talk to you more about this.

During the SEND meetings with the class teacher there will be suggested activities that you can do to support your child at home. These meetings are also an opportunity to express your concerns if you have any, with supporting your child at home.

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

The school welcomes parents/carers to share any SEND concerns. A meeting can be arranged with the class teacher, SENDCo or Head of School, to discuss these

concerns and next steps can be agreed, including the signposting of relevant agencies who may be able to offer support.

What should I do if I want to make a complaint?

The following website outlines how to make a complaint about a school or SEND provision.

<https://www.gov.uk/complain-about-school/sen-complaints>

19. Who can I contact for further information?

If you would like any more information then please feel free to contact Mrs Mandy Whittaker (SENDCo).

Partney C of E Primary School

Maddison Lane,

Partney,

Lincolnshire.

PE23 4px

Tel: 01790753319

Email: enquiries@partney.lincs.sch.uk

Lincolnshire Parents Forum: <http://www.lincspcf.org.uk/index.php>

Lincolnshire Family Services Directory:

<https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page>

This website contains the Local Authority's Local Offer for SEND.

[Lincolnshire's Local Offer](#)

This is a key starting point for finding out information regarding all aspects of SEND within Lincolnshire.

[SEND Code of Practice](#)

[LIAISE](#)

