



1. The kinds of special educational needs for which provision is made at the school.

Walcott and Mrs Mary King's Schools cater for a wide range of Special Educational Needs, Disabilities and medical needs. These include autism, dyslexia, ADHD, learning difficulties, physical difficulties, Diabetes and Visual and hearing Impairment, Speech and Language delay and other social and emotional difficulties.

Working closely with parents and professionals, we will always seek to teach every child so they can achieve his or her best.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

If a child is transferring from a different setting the school will be informed and a process put in place to ensure successful transition. Often, we will identify him or her through a clinical diagnosis that may be ongoing like Autism or through our own observations and assessment such as identifying Dyslexia. Within school the progress, every child is carefully tracked and any concerns because of these assessments or professional observations will be raised with the parent by the class teacher. Similarly, a parent with concerns about their child should initially speak to their child's class teacher who will stay in contact with the parent whilst looking into those concerns. The class teacher will discuss, decide and record an action plan along with the SENDCO. This will then be reviewed as regularly as required. If a Teacher has a concern about a pupil, they are able to complete a "Cause for Concern and monitoring" form. This is reviewed within a twelve week assess, plan, do, review cycle. This is in line with Lincolnshire County Councils graduated Approach and the 2015 SEN code of Practice.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) how the school evaluates the effectiveness of its provision for such pupils;

The class teacher closely monitors the progress, achievements and overall well-being of every child in their class. In addition to this, the SENDCO will liaise with the class teacher to monitor the progress of children with Special Educational Needs and Disabilities. Where appropriate Individual Education Plans will be developed with SMART Targets.

(Achievable, Realistic and Timely) that will seek to raise expectations and achievements for that child. Targets are set and reviewed together with the family to ensure that support is provided in the areas of need. Every child with a SEND area of need also has a pupil passport highlighting areas of need and noted strategies for provision and support. This is updated termly with pupil voice being key. Any interventions or provision, which are carried out to support a child, are carefully tracked and monitored to ensure that they are having the required positive impact. This is done through class provision mapping and analysis of entry and exit data. Regular reports are provided to governors who oversee the progress of children.

b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

All children in the Carrdyke Federation are set ambitious yet achievable targets in all areas of their learning. Throughout the year there are Parents Evenings and end of year reports. Where a child has an Individual Education Plan there are reviews each term but all teachers are happy to talk to any parent about their child and additional meetings can be arranged at mutual convenience. Meetings can include the SENDCO and this can also be arranged through the class teacher.

The use of formative assessment to inform provision is used continuously. Class provision mapping monitors, and provides analysis of pupils' progress and the use of effective provision.

c) The school's approach to teaching pupils with special educational needs;

As a school we believe in quality first teaching; we seek to deliver a broad, balanced, engaging and fully inclusive curriculum so that all children are given the opportunity to reach their potential and see themselves as learners. Appropriate interventions and provisions are put into place for any child, with or without special educational needs, who are not making expected progress.

We support pupils with special educational needs and disabilities by providing specifically prepared learning materials and the use of appropriate ICT equipment. Children are taught (at times and where possible with Teaching Assistant support) in whole class situations, small groups or one to one work.

Specialist equipment and resources are used when requested by specialists and training undertaken by staff. There is signing and assisted communication along with adjusted materials for children who need it.

There is a graduated response to a child's needs depending on the complexity of the need; outside support and expertise is sought from outside agencies available by the SENDCO attending a multiagency meeting that are held throughout the year.

Parents and carers are consulted about all choices that are made concerning their child.

The advice and support of outside agencies and professionals informs effective provision and support for all pupils. This can include a specialist teacher reports and EP observations.

(d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

Every class teacher is responsible for the learning in their classroom; the delivery of the curriculum is adapted and scaffolded to cater for the varying abilities and learning styles of the children in the class. The approach to teaching children with special educational needs and disabilities listed above is employed when the needs of a child is outside the regular parameters seen within a class.

Where pupils require a bespoke curriculum linked to health and care plan targets, the SENDCO and teacher will plan, monitor and assess in order to meet the needs of that pupil. The Square documentation will be used where appropriate to support, assess and track this.

(e)additional support for learning that is available to pupils with special educational needs;

All decisions about the type and amount of support that children receive will be an ongoing collaboration between the child, parent, class teacher, SENDCO, outside agencies, Senior Leadership Team, Head Teacher and Governors. Working closely with parents and professionals, we will always seek to teach and meet the needs of every child so they can achieve his or her best; the type and level of support remains fluid depending on the specific needs of the child at any particular time.

If the needs and required provision meets the criteria for additional funding from an outside source then a bid for that funding will be written by the SENDCO to further aid the support for that individual child.

(f)how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;

All children are included in school activities and trips. Where children have additional needs there will be child specific risk assessments completed and adequate support put in place to ensure a safe and successful trip for all. Staff are fully trained and informed on pupil inclusive practice and policy. Appropriate risk assessments are carried out when needed. Pupil Care plans can include reasonable adjustment need and is considered carefully to ensure pupils needs are met and physical activities can be accessed.

(g)support that is available for improving the emotional, mental and social development of pupils with special educational needs.

All those who work in the Carrdyke Federation strive to foster positive relationships with the children. The children are encouraged to discuss any issues they have, whether educational or social, with their class teacher or another trusted adult.

The school is able to provide bespoke, timely and professional help for children with emotional needs from a trained counsellor. The schools currently have a contract with CASY, a Newark based charity to provide an hour of counselling per week. The School Nurse is also able to provide information about different opportunities that are currently available from the nursing team based at Riversdale Clinic Sleaford. The school also currently provides 12 sessions of play therapy for children who would benefit from this. For these services, there is a referral process and waiting list due to the high demand.

Name and contact details of the SEND co-ordinator.

Mrs Mary King's / SENDCO for Federation: Ms. Poppy Edwards PG Certificate Special Educational Needs (The National Award).

poppy.edwards@mrsmarykings.lincs.sch.uk

poppy.edwards@walcott.lincs.sch.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

The SENDCO receives training from various local and national providers on a wide range of conditions such as Autism, Dyslexia etc. This understanding is then delivered to the school staff in staff meetings, key stage meetings or individual coaching when the need arises. Where there is a specific need, whole staff training will be delivered by an outside agency or specific professional service.

The SENDCO, class teachers, Teaching Assistants, other staff and governors also access training to learn how to support children with specific needs such as cystic fibrosis. Downs Syndrome or Diabetes. Staff have received training on ASD, behaviour regulation and dysregulation, pathological demand avoidance awareness, Trauma Understanding and Awareness and behaviour as a communication awareness training from the Lincolnshire Behavioural Outreach Service. Staff from both schools have also received training from Lincolnshire Educational Psychology Services in Pathological Demand Avoidance understanding, Attention Autism and Sensory awareness and circuits. In addition to this, all staff have received professional development from Lincolnshire Specialist Teaching team on supporting pupils with dyslexia and dyscalculia. In addition to this, Staff also undertake a range of training, awareness and understanding from our LCC platform Enable.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The school provides any appropriate equipment and facilities that a child with special educational needs or disability may need. This equipment will have been identified by an outside agency as required by the child in order for them to best access their learning.

The school works carefully with agencies to provide the best possible learning environment for children, no matter what adaptations/alterations may be recommended. The school is quite accessible, although there is a ramp to the mobile classroom which can be circumnavigated easily.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Parents are encouraged to speak to their child's class teacher with any questions or concerns; these meetings can be informal or arranged. In addition to the parents evenings that occur twice a year, additional termly meetings are held to discuss targets and achievements alongside next steps in the Individual Education Plans. These are arranged to be longer than parent evenings to ensure there is adequate time to discuss any concerns and/or achievements and future actions. The SENDCO will attend meetings for children with more complex needs or whenever the class teacher or parent requests attendance.

Parents can make an appointment to see the SENDCO by emailing the above email address. For a child to reach his or her potential it is important for the parent to be fully involved.

The SENDCO holds termly afterschool drop-in sessions for parents to come and discuss any concerns they may have about their child and their progress.

8. *The arrangements for consulting young people with special educational needs about, and involving them in, their education.*

Children are involved with their target setting as far as their understanding will allow. Children can attend meetings if it felt appropriate by the teacher and parent. In order to encourage motivation in a child a teacher will get to know them so they can tailor the provision in school to meet their learning style and interests. Child voice is an important part of pupil passports and children, where appropriate are asked how they feel they can be supported. These documents will be shared and discussed termly with the pupils in an age-appropriate manner.

9. *Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.*

Parents are encouraged to bring any concerns to the attention of the class teacher. The SENDCO may also be contacted (contact details above). For more detailed information please refer to the complaints policy on the school website.

10. *How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils*

The SENDCO is usually the person who involves other organisations and services and reports directly to the Senior Leadership Team; the SENDCO also reports to the governor with specific responsibility for Special Needs. Governors can see the data that informs them of the progress made by children with additional needs in order that they can ask questions to ensure that all children's needs are being met.

11. *The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.*

The SENDCO can signpost parents to the wide range of support organisations and groups available in the community. As discussed above, the SENDCO can also access the professionals that can offer the specific support required for the child's needs; either to work directly with the child or to offer advice to parents or staff.

The school website is a resource that can be used by parents of children with Special Educational Needs and Disabilities; it is updated regularly with new information. The School Nurse is available to add expertise and signposting that is more specifically related to health and mental-wellbeing; this service can be accessed by the SEND team.

12. *The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.*

i. Carrdyke Federation Schools work hard to ensure that children have a smooth transition into the school. Home visits to meet the child and parents/carers in their own surroundings are easily arranged. The school works closely with parents and any outside agencies involved with children who enter with a recognised need and we seek to do all we can to meet the need in the setting from the day they arrive. Any adjustments from that point will be completed quickly to ensure that the child can access their education effectively; their well-being is paramount.

ii. Carrdyke Federation Schools understand the importance of carefully considered transition plans for children with additional needs. In any transfer the important element is communication so that information about that child and how they learn best is communicated on paper and in meetings so that professionals who will be teaching the child have the opportunity to ask questions.

The amount and nature of the visits to the new setting is decided with the child at the centre of the process; each of these transitions seeks to predict possible issues that may arise and to pre-empt as many as possible so that the pupil feels equipped to begin the next part of their journey.

13. Information on where the local authority's local offer is published.

For further information please refer to the school website; specifically the Special Needs and Disabilities Policy. To have specific questions or concerns answered please contact the SENDCO on the above email address. The Website includes a link to the Lincolnshire Local Offer.