



Huttoft Primary and Nursery School (Academy)

Church Lane
Huttoft, Nr. Alford
Lincolnshire LN13 9RE
Tel: (01507) 490284
E-mail: office@huttoft.lincs.sch.uk
Headteacher: Mr D Davey
Company No: 08177181



Special Educational Needs and Disabilities (SEND) Report

Last updated: December 2022

SENCO: Miss Jodie Mullen

Governor responsible for overseeing SEND:

Introduction

Here at Huttoft Primary and Nursery School (Academy) we believe that in **'Building Foundations, Enabling Discovery, Broadening Horizons'** we give our children an excellent start to their life in education; enable them to search and grow, looking for the right pathway and show them that there are limitless possibilities. Our purpose is to provide an excellent education for **every** child. Through our nurturing learning community each child is treated as an individual to best prepare them academically and emotionally for the wider world by removing barriers and encouraging independence.

We recognise that your child may need some additional help or support for some or all of their time here. The information included here is to inform you of the types of support that are available for your child and how this can be accessed.

Identifying children who may have a Special Educational Need.

All pupils in school receive Quality First Teaching. This means that a range of teaching and learning styles are used for all children within a broad and balanced curriculum matched to their needs. All classes are supported by teaching assistants and pupils are also frequently offered additional small group work or interventions where needed.



Children are tracked and monitored regularly to ensure that they are working at Age Related Expectations. At different times in their school life, a child or young person may have a Special Educational Need or Disability (SEND). The Code of Practice January 2015 defines SEN as follows: *“A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she: a) has a significantly greater difficulty in learning than the majority of others the same age, or b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.”*

It is thought that approximately 20% of pupils may experience learning difficulties at some point during their time at school. These difficulties may be short term or long term. The needs can be categorised into one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

The Special Needs Code of Practice gives guidance to school in meeting the needs of pupils. It sets out how help should be given using a step-by-step approach. We will consult with you at all stages of this graduated approach and staff will inform you of the additional work they do with your child through regular parent/teacher consultations and through written reports. Class teachers will assess your child to identify their strengths, needs and the extra help they require. If they need extra or different support than most children their age, they may get extra support through school. This may include differentiated work, small group or individual support, alternative resources or visual prompts, support with emotional regulation either individually or in groups.

If your child continues to have difficulty even with this support, we may talk to you about asking for advice and seeking your consent from people outside school to work with/assess your child such as:

- **Educational Psychologist** (they apply psychological theory, research and techniques to support children, young people, their families and schools to promote the emotional and social wellbeing of young children.)
- **Learning Support Service** (They provide us with individual learning profiles for students and provide targeted recommendations to support progress.)
- **The Working Together Team** (They are a National Autistic Society Advanced Status Accredited Service offering high quality, specialist support for maintained mainstream settings, and their families with children and young people, aged 4-19, with Autism/ social communication learning needs.)
- **BOSS team** (They support schools in a variety of ways to enable them to more effectively support their pupils that display behaviour that challenges, with a view to delivering an inclusive approach to learning. Their work focuses on maintaining children and young people’s positive engagement with school.)
- Speech and Language Therapist
- Sensory Education Support Service
- Health Authority



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SEND Support at Huttoft Primary and Nursery School (Academy)

If we believe that your child may have Special Educational Needs your child's class teacher and/or Miss Mullen, our Special Educational Needs Co-ordinator (SENCO), will discuss their observations with you at the earliest opportunity. Alternatively, if you have concerns about your child you are invited to either speak with your child's class teacher or to Miss Mullen and explain your concerns. We will listen to your concerns and then discuss the situation with the relevant member(s) of staff. Your concerns will be logged, monitored and further meetings arranged as necessary.

If then it is felt that your child requires extra help and support which is additional to and/or different from that received through Quality First Teaching then your child will be deemed to be receiving 'SEND support in school' and we will agree on specific targets for your child to work towards. The targets will be recorded on an Individual Education Plan (IEP) and will be set and reviewed at least 3 times a year. You and your child will be involved in deciding the next steps and in setting targets to support next steps in development. Your child will remain on this Register for as long as they require something "different" or "extra to" their peers.

Education, Health and Care Plan (EHCP)

If your child's needs are complex or we feel that we need more specialist support and/or resources to help them meet their targets then we may suggest that we ask the Local Authority for a statutory assessment. This may result in your child having an 'EHCP' which describes your child's SEND and the special help they should receive. EHCPs usually involve the Local Authority recognising the extra resources needed to help your child, although the school continues to fund a significant proportion of this. Additional resources often include staff time, specialist support and/or equipment. If your child receives an EHCP they will be given a named Caseworker at the Local Authority who will oversee your child's Plan and ensure they're receiving the support stated within it. EHCPs are reviewed at least annually, and you will be invited to a meeting alongside their Caseworker, school staff and external agencies supporting your child.

Staff training

All staff receive regular training from the SENCO and outside agencies in order to meet the needs of the children within our school. This may be linked to medical, learning, social and emotional and mental health needs. The SENCO attends Local Authority training which is then shared with staff. The majority of our staff are Team Teach trained which provides staff with a framework for positive behaviour management and handling strategies which reduce the need for physical intervention.



All of our Nursery Team are trained in ELKLAN and have expertise in speech and language differences.

Accessibility of the school environment

Huttoft Primary and Nursery School (Academy) is accessible to wheelchairs in all classrooms, toilets, corridors, the hall and playground. We have a hygiene suite for disabled changing and toilet which can accommodate wheelchairs/ walkers and support individuals with a disability. The use of computers, laptops and iPads enable children to have access to new technologies to support their learning.

The wider curriculum

All children are welcome to attend Breakfast and After School Clubs. We also have a regular programme of school trips and visitors into school including those related to current projects. We ensure that we have sufficient adults on trips to enable **all** children to take part. The SENCO and class teacher meet to plan ahead for possible difficulties for a child attending a trip, including a risk assessment – outcomes may include alternative transport or additional staffing. These are shared and agreed with the parent.

Transition to and beyond our school

When a child starts in our Nursery, Mrs Denton, our Nursery Leader will meet with each family separately on a guided visit. They will discuss any potential barriers to accessing the environment and/or curriculum and any identified Special Educational Needs.

For our children joining us in our Reception Class we organise a series of events. These include a parent/carer information evening and a specific time for children to visit the Reception classroom and become familiar with our environment, routines and adults. Should your child require a more personalised transition programme, we will work with you to provide this.

For children starting at other times of year, or in other year groups, we encourage you to book a visit. If you have concerns or your child is receiving SEND Support then we invite you to meet with Miss Mullen to discuss your child's needs so that appropriate provision can be put in place.

When your child is ready to "move on" to Year 7 we work closely with the secondary school. As well as transition and 'taster days' staff from Year 7 come into our school to work with and meet our children and discuss them individually with our SENCO. If your child needs more support with transition, we will arrange this in conjunction with his/her new school. We will ensure that all records of needs and support are passed onto your child's new school.

How can I access support for myself and my family?

If you feel that you need further support, please speak with Miss Mullen, SENCO, (Tel: 01507 490284), or email: inclusion@huttoft.lincs.sch.uk who will advise you on whom to contact.

You can also contact Additional Needs at Lincolnshire County Council (01522 553332) or Parent Partnership Services (01522 553351).



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Liase is a free, confidential and impartial Special Educational Needs and Disability (SEND) Information and Support Service for Lincolnshire. They offer information and advice about SEN and Disabilities to parents, young people and children (0-25). Telephone (0800 195 1635) E-mail: liase@lincolnshire.gov.uk

Lincolnshire Parent Carer Forum: LPCF is a registered Charity supporting parents and carers of children with disabilities and SEN in Lincolnshire through its parent carer forum. Telephone: (07925 232 466). E-mail: admin@lincspcf.org.uk Website: <https://www.lincspcf.org.uk>

If you would like to view Lincolnshire's Local Offer, it can be found at:
<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

Complaints

We work, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and will be heard through the school's complaints procedure. In most instances, complaints can be resolved at class teacher level. However, if this is not possible, complaints relating to SEN should be addressed to the SENCO and/or the Headteacher. If a situation remains unresolved then a letter outlining your concern should be sent formally to the Clerk to the Governors at the school address: The Clerk to Governors is: Mrs Sharon Stow. If the normal Governance procedure fails to resolve a situation pertaining to a child with special educational needs and/or disability, then you would need to contact the Local Authority Head of Service for Additional Needs.

Our "Complaints by Parents - Procedure" is available on the Policies tab of our website.

