

Our School SEND Offer

School Information:

What % of pupils have SEND at our school?	Currently approximately 20% of our pupils have special educational needs.
Who do I contact in school for more information?	Contact the school office 01249 890413 for general information Mrs Bonnie Maslin is our Special Educational Needs Co-ordinator (SENCo)
Who do I contact at Wiltshire Council for more information?	The Wiltshire Helpline number is: 0300 456 0100

If your child has any additional needs when they start school please let the school Special Educational Needs Co-ordinator (SENCo), Mrs Maslin know and a support plan can be put into place. If your child is identified as having any additional needs whilst they are at our school we will plan together and have regular meetings to ensure we do our very best for your child.

On the following pages we list what services we can provide / support or signpost to. Our teachers and teaching assistants take every opportunity to keep up to date with all areas of need and we encourage training in as many areas as we can. If your child has needs that are not listed below, or needs that you feel we may not support fully, please come in and chat with us to see if we can work something out.

General Information:

What should I do if I think my child has special educational needs?	Your first port of call should always be your child's class teacher. They may then refer onto the school SENCo.
How will the school identify and / or let me know if my child has SEN?	The class teacher and SENCo will work together with you to identify your child's SEN and involve other agencies if they feel it is appropriate.















Supporting your child:

What support will there be for my child?	Your child's class teacher will plan and deliver learning
	tailored to your child's needs. All children must be
	able to access the curriculum in the way most
	appropriate for them. Additional adult support may be
	provided if it is deemed necessary.
What specialist services and expertise are	At Lyneham Primary we currently offer the following
available at or accessed by the school?	interventions:
	Lower School (FS & KSI) - BLAST and Talk Boost
	(Communication), Letters and Sounds, Reading
	Recovery, Better Reading Partners, Makaton, SPARK
	(motor skills), ELSA Support, Draw and Talk, Back on
	Track and number support.
	Upper School (KS2) - Catch-up Numeracy, Better
	Reading Partners, Success at Arithmetic, Nessy, ELSA
	support, Aceleread Acelewrite.
	Outside agencies include Speech and Language,
	Occupational Therapy, SSENS, CAMHS, Behaviour
	Support, school nurse and others.
How is the decision made about what type and	It is a joint decision between the class teacher,
how much support my child will receive?	SENCo, parents and child/ren. The Graduated
	Response to SEN Support Document (GRSS) is our
	main assessment tool used to support our decisions.

Specific needs information & support: Communication:

How will school keep me informed about my child's progress?	Your child's class teacher will always be the best person to keep you up-to-date on your child's progress. This can be done either informally with a quick chat at the end of the day or more formally by making an appointment and through parent's evenings. Where the SENCo is involved with your child's care, extra meetings may be scheduled.
Are parents and carers involved in planning, assessment and review of needs?	Yes, always. Parent /carers views are always sought in the planning, assessing and reviewing of the child's needs. The timescale may vary upon their need, but at least once a term.
Are pupils involved in reviewing their learning?	Yes, always. The pupil's views are the most important to us and we involve them every step of the way where it is appropriate.















General things you might want to know?

How accessible is the school setting?	There is step free access to our building and disabled
	parking facilities. Our school is wheelchair accessible.
Who will be responsible for my child's day to	All staff are responsible for meeting children's needs in
day needs?	school. Where some children have needs that require
,	additional care, adults will be identified to provide that
	care where appropriate. The SENCo along with the
	Senior Leaders in school closely monitor the need.
	Will my child be included in all curriculum areas?
	Yes where possible.
Will my child be included in all curriculum	Yes where possible. Access arrangements will always
areas?	be made in order to accommodate every child's
	needs.
Will my child be able to go to after school	It is the school's intention that all children should be
activities and trips?	able to access school trips and activities in the safest
	way possible. Risk assessments are carried out where
	appropriate.
What do I do if I am worried my child is being	Your child's class teacher is always your first port of
bullied?	call. We have a strong anti-bullying policy and fully
	investigate all concerns. We have a 0% tolerance
	approach to bullying.
Who makes the decision about how much	This decision will be made by the school in joint
support my child will have?	consultation with parents /carers and those involved in
	your child's care at school. If your child's needs are
	more profound then, the Local Authority may be a
Who should I talk to if I have a concern about	part of the decision making process. Your child's class teacher is always your first port of
my child in school?	call, SENCo and Key Stage Leaders are always happy
Thy Child in School:	to help too.
What is a 'personal profile' sheet?	A personal profile sheet is a 'one-stop' guide to your
VVIIII IS II POISOIIII Promo Silocui	child and their SEN. It tells those involved in their care
	their likes and dislikes, what works well for them and
	how best to support them. It sets out clearly the most
	important things to your child and their needs. They
	are designed by the child with an adult.
What is a 'my plan'?	A 'my plan' is a child/young person centred document
	that sets out the needs of the child. It states how the
	people involved in their care are going to achieve the
	agreed outcomes that have been set. There are
	statutory (previously known as statements) and non-
	statutory my plans.
What is an IEP?	An IEP is an Individual Education Plan. This is not a
	statutory document, but ones than schools often use
	to monitor the short term targets and progress set by
NA/1	school for your child.
Who makes sure that children with SEN are	The SENCo, Senior Leadership Team and SEN
looked after well?	Governor as well as the class teachers.
Who do I contact if I am not happy with the	First discuss issues with your child's class teacher. This
support or education my child is getting?	can then be passed on to the SENCo and Senior
	Leadership Team.

Questions from children & young people:

Are the staff friendly?	Yes they are! So are the children! We are a values led
	school with a welcoming family ethos.

Can I come and visit the school before I start?	We recommend it. Telephone 01249 890413 to make
	an appointment.
What things do you have at your school?	Mr Read's Golden Book Achievement Assembly every
, ,	Friday!
	Pirate ship in KS1 playground
	Clubs after school
	Forest school
	Open the Book assembly
	Lots of lovely grown-ups
	An ICT suite and a trolley full of ipads
	Library with lots of books and cushions
	Quiet area in the playgrounds
	Sports events and activity days
	Trim Trail
	Lunchtime Games Club
Can I get around the school easily?	It's a big school, because it used to be an infant and
	junior school that were joined together, but it's very
	easy to get around. Corridors are wheelchair
	accessible.
Can I go on trips?	Yes – each year group does a school trip every
	academic year. In year 6 you can go on the residential!
Will I be able to join after school activities?	Yes you will. Each term a new selection of after school
	clubs are run by staff and outside sports coaches.

Moving on:

What will happen when my child moves to	Transition work will begin to support your child and
their next school?	contact will be made with their new school. All of the
	relevant paperwork will be shared to ensure a smooth
	transition.

SEN Flow Chart

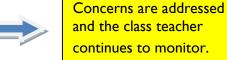
Parent/carer raises a concern about their child. Speak to class teacher and agree class based strategies to be trialled for a mutually agreed length of time. (Use GRSS quick checker to help identify strategies).

Class teacher has concerns about levels of progress, attainment or behaviour. (GRSS quick checker will be used and class teacher assessment pack). Discuss their concern with parent/ carer. Agree class based strategies to be trialled for an agreed length of time. (Pupil noted as a concern and monitored).

Concern Remains



Inform SENCo. Advice / additional strategies may be given.



Concern Remains



Child's needs are reviewed using GRSS document (assess/plan/do/review) and this is used to inform target setting and provision.

Additional resources or interventions may be provided and needs are monitored and reviewed using an IEP.

Child is moved onto SEN register.

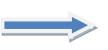


Concerns are addressed and the class teacher continues to monitor. Child is moved off SEN register.

Concern Remains



SENCo makes referral to outside agencies through SARF for single agency and CAF for multiple agencies. Consider use of My Support Plan and/or One Page Profile.



Concerns are addressed and the class teacher continues to monitor.

Concern Remains



If need is more severe / complex / long term a decision on statutory assessment will be taken in conjunction with Local Authority.

An Education Health Care Plan may be allocated.



Progress and needs are reviewed annually.

