

SEND report

Friskney All Saints Church of England Primary School 2024-2025

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Governor Responsible for SEND: Reverend Graham Miles

At Friskney School, we provide a supportive, caring environment to enable pupils with SEND to thrive, removing barriers to learning and encouraging children to become independent learners. We recognise that your child may need some additional help or support for some or all of their time in school. The information included here is to inform you of the types of support that are available for your child as they progress through our school and how the support can be accessed.

Identifying children who require extra help

All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used for all children with a 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. The Code of Practice January 2015 defines SEND 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.”*

If a child is assessed as well below age related expectations, has a high level of difficulty when they join us or as their needs change during their school life, they may be considered to have a special educational need or disability (SEND). Within our school, we use the Lincolnshire Valuing SEND tool to specifically identify areas of need within the four areas of SEND as set out within the Code of Practice. These are:

- Cognition and learning
- Communication and interaction
- Social, emotional and Mental Health
- Sensory and Physical

The Valuing SEND tool also includes a fifth area:

- Independence

Progress is monitored closely to help inform any decisions around special educational needs. A health diagnosis would be used to identify a child as being SEND due to a disability. Children with SEND have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. They will need extra or different help. Schools and other external agencies can help most children overcome their difficulties. A few children will need extra help for some or all of their time in school.

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 the SEN review meetings. We will regularly liaise with you throughout the year to discuss progress, support, and next steps. 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:

- adapted work
- Small group or individual support
- Alternative or adapted resources or visual prompts
- Support with Emotional Literacy either individually or in groups.
- Support at playtimes and lunchtimes.

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

- **The Specialist Teaching Team** – 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.
- **The Lincolnshire Behaviour Outreach Support Service (BOSS)** – 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.
- **Physical Development (PD) Outreach** – they offer support to Lincolnshire Primary, Secondary and Special Schools who are seeking to include pupils with physical disabilities.
- **Children's Therapy service:** This includes Speech and language, occupational and physiotherapists.

- **An 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.

Education, Health and Care Plan (EHCP)

If your child's needs are complex or severe, 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.

Staff support for your child

Class teachers plan for every child within their class and children with special educational needs have a support plan linked to the needs assessment within the Valuing SEND tool. The plan includes outcomes, the support required to meet these needs and the member of staff responsible for delivering the support.

The plan also utilises advice from any outside agencies who may be involved with the child. These are reviewed every term with the child and shared with parents. All correspondence about any child is passed to the school's SENCO who also monitors these termly.

Before any therapeutic intervention is started, a pre-intervention assessment is carried out. This allows us to meet the specific areas of need and to set clear targets for the intervention. Following the intervention, a post assessment will be carried out, which will allow us to identify and evaluate the impact that the intervention has had.

We regularly inform parents/ carers about the intervention and support that their child is receiving. You are welcome to make an appointment to meet with either the class teacher or our SENCO Katie Dzierozynski to discuss your child's progress and any concerns you may have.

Support available for your child's overall well-being

Friskney School ensures that all children are supported socially and pastorally by staff who know the children.

School offers all children a wide range of activities both within school and the community to support their social and emotional development, such as school visits, educational trips, links with the community and cultural visits. We are fully inclusive and all children attend all events

and trips and are encouraged to take part in all activities both within and outside of school. Where necessary, extra support will be provided to ensure full participation by all children.

School has a medicine policy which supports parent/ carers with the management of their child's medication within school. Staff are trained in first aid so we always have trained staff on any visit. If a child comes into our school with a specific need, we seek advice and training from appropriate agencies to ensure that we can meet these needs.

School has a behaviour policy and anti-bullying policy with clear guidance to prevent bullying. These are known, used and adhered to by all staff across the school. Exclusions are rare and this is due to the high expectations school has of children's learning and behaviour and the support from parents and carers. Children who need specific support will be identified and support will be provided. This may range from additional support in the classroom, to interventions or support from outside agencies such as the Behaviour Outreach Support Service.

The school has 3 simple rules 'Be Ready, Show Our Values and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly. Children who demonstrate the three core rules will be acknowledged with achieving a POM/ Dojo point. Other rewards and recognition of achievement include stickers, receiving star of the week, writer of the week and Headteachers stickers, and acknowledgment during weekly Celebration Assemblies. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour with unconditional positive regard, as set out in the LAAT behaviour statement of intent.

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.

Accessibility of the school environment

Friskney School has wheelchair and walker access at the majority of access points within the school. We have a designated 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.

Transfer to a new school or the next stage of education

School encourage parents and children to visit the school and meet their new teacher prior to joining the school. A member of staff will show the child and parents around school and be available to answer any questions.

Meetings are organised in the summer term prior to entry to EYFS. Katie Dzierozynski meets with SENCOs from secondary schools to discuss individual needs prior to the Year 6 pupils leaving in July. Next phase transitions are carefully planned and with the specific needs of the individual in mind. We believe in a 'team around the child' approach and we liaise with key adults to ensure every child feels supported and ready for their next stage of education.

Complaints

We seek to promote an active partnership with parents/carers and to involve them fully at every stage. Most concerns and complaints can be resolved swiftly and satisfactorily. Complaints regarding a school's provision are resolved through our complaints process. Our complaints process is detailed in a document entitled 'Complaints Policy', this breaks down into each of the stages; Informal and Formal. This document can be found on our website, please see link below.

[Policies | Friskney All Saints Church of England \(friskneyprimary.co.uk\)](https://www.friskneyprimary.co.uk/policies)

In line with the SEND CoP 2015 (4.7 & 4.30), if the complaint is regarding the Local Authorities local offer. Their process needs to be followed, which is different to our own. This can be found under the LA local offer complaints procedure, details of which can be found on the LA website.

Further details

Please click [Policies | Friskney All Saints Church of England \(friskneyprimary.co.uk\)](https://www.friskneyprimary.co.uk/policies) here for our policies which include Behaviour, Antibullying and Complaints.

The details of our Accessibility Plan and SEND Policy can be found:
<https://www.friskneyprimary.co.uk/sen/391.html>

If you would like to view Lincolnshire's Local Offer: [SEND Local Offer – Lincolnshire County Council](#)

If you would like advice from professionals outside school you may find the following contacts helpful:

Liaise 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: liaise@lincolnshire.gov.uk

Liaise Local offer information: [Liaise – What is Liaise? - Lincolnshire County Council](#)

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/>

School admissions Team:

Telephone: 01522 782030

Email: schooladmissions@lincolnshire.gov.uk

You may also find these documents from the Department for Education (DfE) useful:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

<https://www.gov.uk/government/publications/send-support-easy-read-guide-for-children-and-young-people>