



SPECIAL EDUCATIONAL NEEDS – SEND REPORT

Support for your child at Poplar Farm Primary School

Our Equality Statement

At Poplar Farm School we are committed to ensuring equality of opportunity in line with the Equality Act (2010). We seek to demonstrate this through all aspects of school life and in particular through our commitment to every child, fulfilling their potential. This commitment applies to our work in the classroom, our pupil support systems, our recruitment and retention of staff and our work in the local and wider community.

As a school we will ensure that all pupils have the opportunity to achieve the very best that they are capable of and will also guide parents on how they can support their child's achievement. Where pupils experience barriers to their success, we will work with them to address these in a sensitive and sympathetic way.

Through our work in the classroom we will ensure that pupils understand the importance of equality and what forms discrimination can take and the impact discrimination can have. We will also seek to foster within our pupils their own commitment to promoting equality.

SEND Report

Each Local Authority must have a local offer which highlights the provision Information Report Lincolnshire's Local Offer can be found:

[SEND Local Offer – Lincolnshire County Council](#)

Key Staff:

Headteacher - Mrs Hodson

SENDCO - Mrs Rowntree

Behaviour, Relationships and Learning Mentor - Miss Smith

Assistant SENDCO - Mr Goodchild

The Hive - Mrs Anderson



Mrs Rowntree
SENDCo



Mr Goodchild
*Class Teacher &
Assistant SENDCO*

Introduction

Poplar Farm works hard to provide a broad and balanced curriculum for all children. However, you know your child best and may feel that they need some additional help or support for some or all of their time at school. This report is designed to inform you of the types of support available, who can help you and how support can be accessed. A paper copy is available at the school office if you would prefer that.

What is special educational needs and disability?

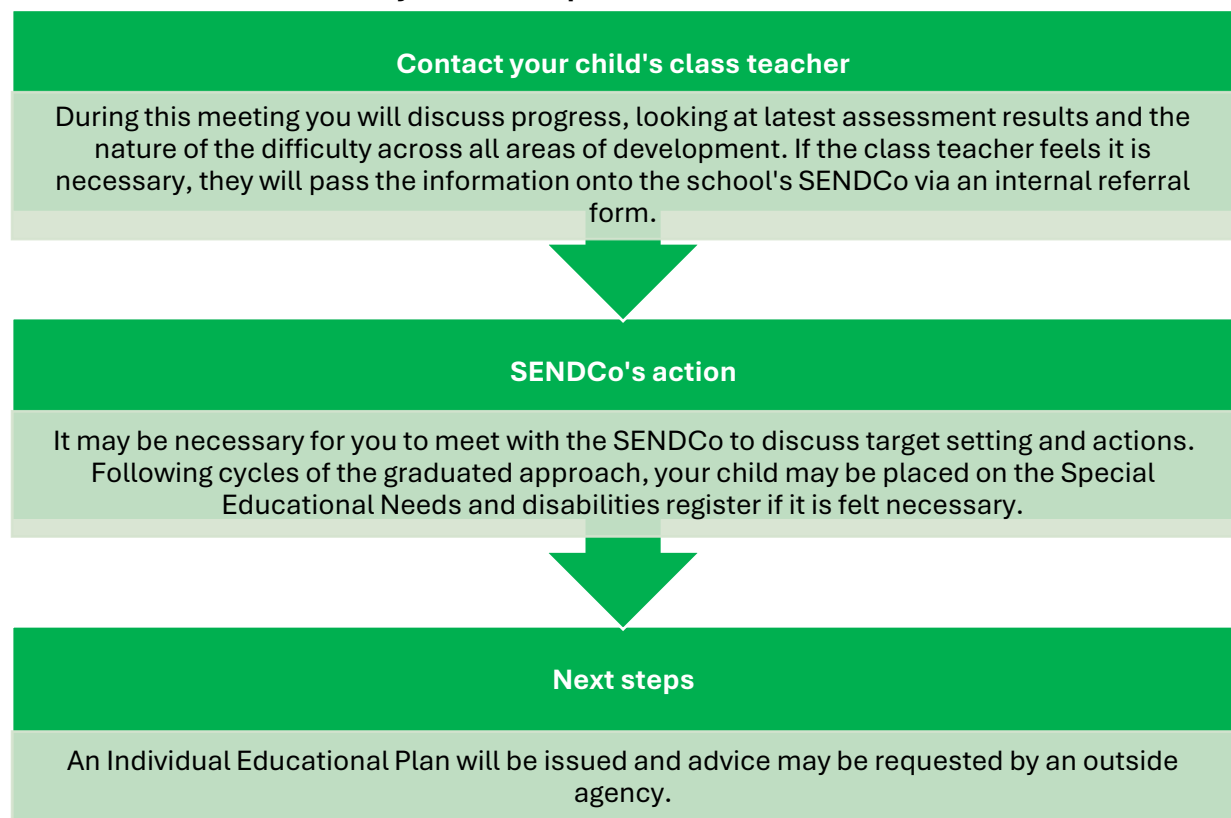
A special educational need (SEN) is a difficulty, difference or barrier that affects a child's ability to learn and access the curriculum. A disability is a longer-term health condition which causes a difficulty, difference or barrier to learning and/or accessing the curriculum.

The Special Needs and Disabilities Code of Practice: 0-25 years (2015) states that:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age: OR Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.'

The SEN Code of Practice 2015 requires all Local Authorities, Schools and Academies to provide access to the support they provide to their SEN pupils and parents.

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



All children identified with an SEN and/or disability have full access to engage in activities available with children and young people in the school who do not have SEN.

NB: The above will take account of all Health/Safety and Risk Assessment etc.

How will the school respond to my concern?

- Initial concerns may be expressed at parent's evenings or on request a meeting with the class teacher.
- If necessary, the class teacher will complete an Internal Referral Form and will discuss concerns with the SENDCO.
- A plan of action will be put together with you and your child. Specific targets will be set.
- The plan and targets will be reviewed regularly with you and your child.

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

At this stage decisions can be based on formal or informal assessments:

- Monitoring of progress data which is collated and analysed termly.
- If concerns are raised by parent/carer, teacher or the child.
- If concerns are raised through adult observations over a period of time by the SENDCO, class teacher, teaching assistants or other professionals.
- If there is a sudden change in the child's behaviour.
- Standardised assessments and specialist advice from outside agencies.

Early Years Foundation Stage (EYFS) How do we identify SEND?

Throughout a child's learning career, a child may have a learning need. These may be identified by parents/carers, school staff or outside agencies working with the child. We encourage parents/carers to share information and concerns with us as early as possible.

We also use observation and assessment tracking systems to identify any possible concerns. We are committed to ensuring that all children in our Foundation Stage have access to learning opportunities, for those who are at risk of not making expected progress we will implement programmes to support their needs. This does not mean that all disadvantaged learners will have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

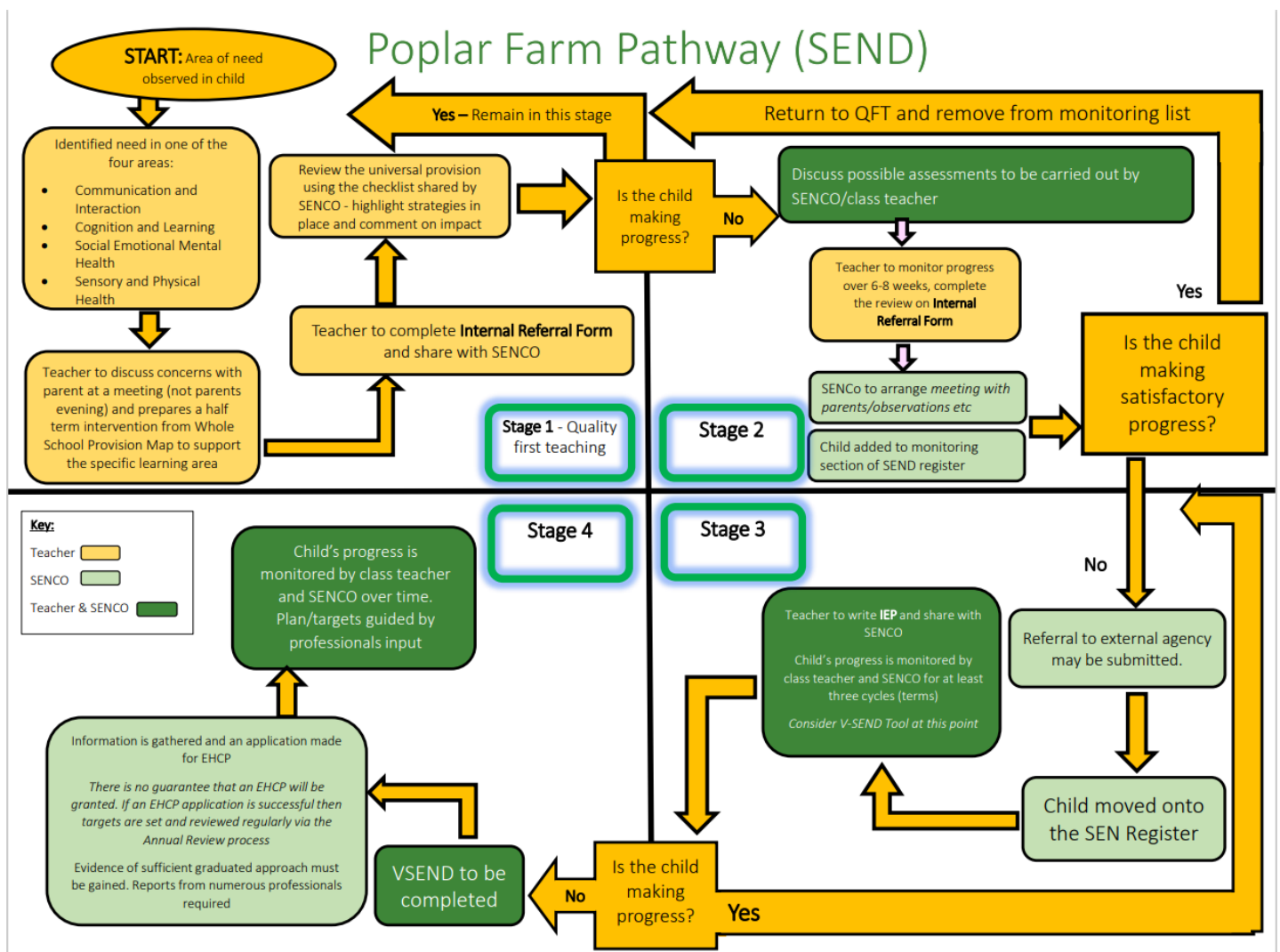
In our Foundation Stage we will include the child (where necessary), parents/carers, class teacher, Mrs Rowntree (SENDCo), Mrs Dowling and Miss Rastall (EYFS Teachers) and Mrs Hodson (Headteacher) to support and identify barriers to learning. We will gather evidence and arrange suitable intervention support. Also, we have access to various specialist services that can make further assessments and provide additional support. The SEND team will coordinate these services on your behalf.

Each learner identified as having SEND in our Foundation Stage will receive support based on their individual needs, this is flexible and may change over time. It will be designed to support learning and also the child's well-being. A child's needs will be specifically targeted according to Development Matters and the Early Learning Goals. Targets will be reviewed at meetings with the class teacher and SENDCO, as well as at parents' evenings. Children are taught in small groups according to their needs as part of our day to day practice and will be extended to support children with additional needs.

In Foundation Stage we use a range of programmes to support children's learning:

- Speech and Language Support (SALT)
- Read Write Inc. Phonics
- Nuffield Early Language Intervention (NELI)
- Lego Therapy
- Bucket Therapy (also known as Attention Autism)

The Poplar Farm Pathway (SEND)



What will the school do to support my child?

ASSESS

Through summative data from:

- Regular assessed pieces of writing (unaided)
- STAR reading and maths tests
- Agency assessments
- SNAP SPLD (Specific Learning Disabilities) assessments

Through informal methods:

- Observations over time within the classroom or playground
- Daily formative assessments
- Observations from outside agencies

PLAN

Smart targets are created using the information collected.

- Individual Education Plans (IEPs) set out specific targets using assessed information
- Targets could include: speaking, listening, reading, writing, maths, working with others, independence and organisation, attention

DO

A range of different strategies and support are used to help children achieve their targets, which might include:

- Additional classroom support by a teaching assistant
- Small group support within the classroom
- Agency support 1:1 or with a small group
- Specific teaching practices to support your child

The level of support is in relation to the level of need

REVIEW

Targets will be reviewed at the end of the Autumn, Spring and Summer terms:

- IEPs reviewed three times per year with parents and pupils
- All meetings will review targets against progress, effective or non-effective strategies and the next steps for focus
- If you have any further concerns, please contact your child's class teacher via the school office

Who will support my child in school?

We have an experienced team of staff who may be involved in supporting your child. These include:

Who?	How and why?
Your child's class teacher	Will set tasks that are appropriate and accessible for your child Will be responsible for interventions that are set Will monitor the effectiveness of interventions
Teaching Assistants who support all pupils in class	May provide 1:1 or small group work in class May provide 1:1 intervention outside the classroom in or out of school time
SENDCO - Mrs Rowntree Assistant SENDCO - Mr Goodchild	Will liaise with outside agency support Will observe and monitor targets set by class teachers/outside agencies and may attend meetings
Behaviour, Relationship and Learning Mentor - Miss Smith	May provide 1:1 or small group intervention May observe and monitor targets set
Midday supervisors	May provide support for monitoring personal, social and emotional needs through play
Additional agency	May complete assessments or observations to assist with target
Support	Setting May be involved with reviews and next steps
Local School Board Members	Oversee the SEND policy
Volunteers	May hear readers within the class

Equipment

If your child has any specialised equipment which needs to be stored at school we have a specialised hygiene suite which is lockable and such items will be stored in this room.

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

First Aid

Some members of staff hold a valid Paediatric First Aid Certificate.

Safeguarding

All staff have taken part in annual safeguarding training.

Team Teach

Some members of staff are trained in Team Teach methods, providing them with de-escalation techniques. These include strategies to avoid physical contact but also include training in the positive handling of pupils. The course is based on positive behaviour techniques, communication and use of body language to manage behaviour.

Autism and Dyslexia

Staff attend annual training delivered by the Working Together Team. All our teaching assistants receive Precision Teaching training delivered by the Dyslexia Outreach Team.

Visual impairment/hearing impairment

All staff have received training on supporting pupils with a visual or hearing impairment from the Sensory and Education Support Team for Lincolnshire (SEST)

Who else might be involved in supporting my child?

Agency	Support available
Educational Psychologist	Assessment for learning; personal, social and emotional needs Observations Target setting Provision of reports
Specialist Teaching Team (STT)	Assessment for learning difficulties (including the identification of dyslexia) Observations to support with learning behaviour Target setting
Speech and Language Therapy (SALT)	Assessments of speech difficulties and language acquisition
The Working Together Team	Observations to support children with social, communication difficulties including those with Autism Target setting
Sensory and Education Support Team for Lincolnshire (SEST)	Assessments, observations and support for children who are: visually impaired; deaf or hard of hearing; deafblind

Support available

We can also make referrals to:

- Paediatricians
- Early Assessment Workers (to support with actions impacting on the child and family)
- Child and Adult Mental Health Service (CAMHS)
- Education Welfare Service
- Healthy Minds
- Behaviour Outreach Support Service (BOSS)

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

Pastoral and Social Support:

- All members of staff build up strong relationships with children to support their social and emotional needs.
- Members of staff, such as the class teacher, designated teaching assistants and SENDCo are readily available for pupils who wish to discuss issues and concerns.
- All safeguarding and child protection issues are reported to Mrs Buckley (Designated Safeguarding Lead), Mrs Hodson (Deputy DSL), Mrs Anderson (Deputy DSL) or Mrs Thorpe (Deputy DSL).
- We have a clear Relationships and Behaviour policy which is adhered to by all staff and can be found on the school website.

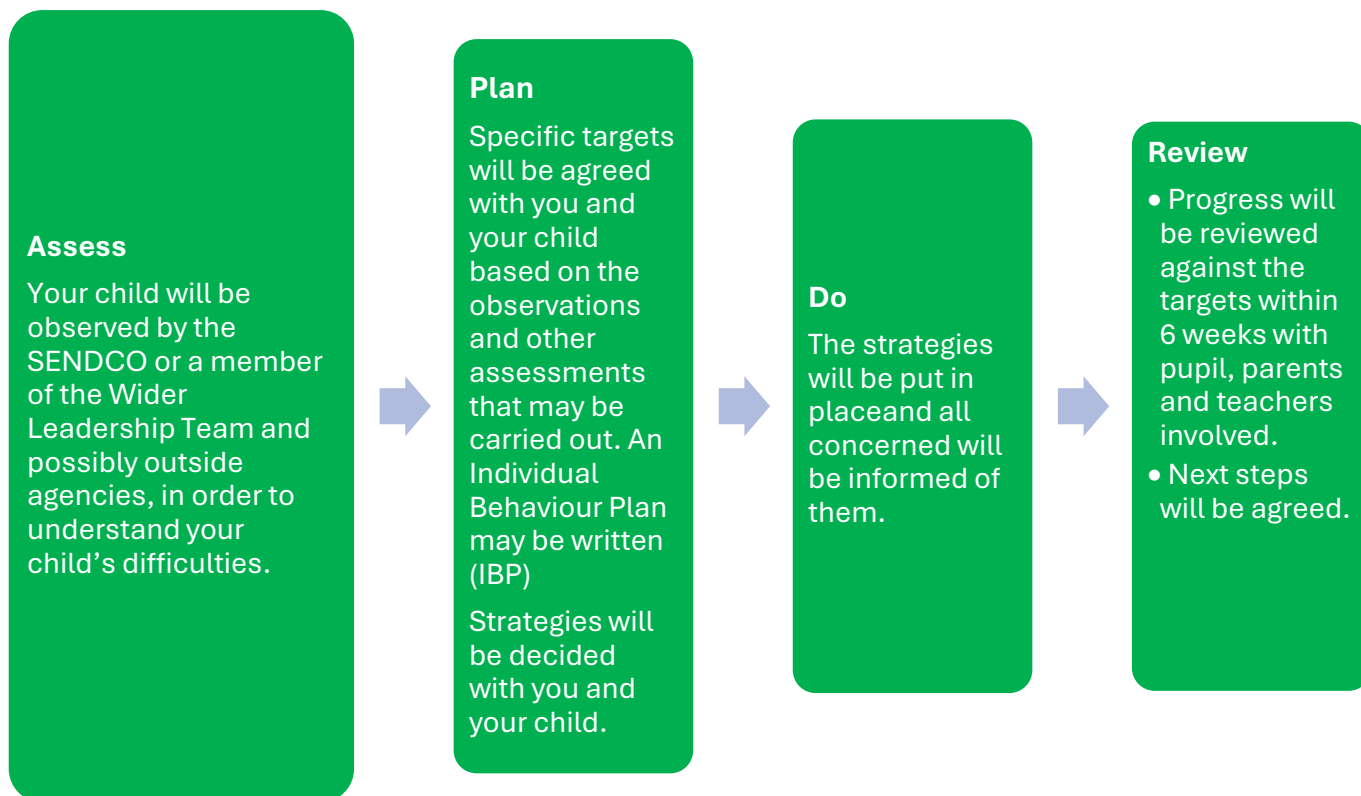
Medical Needs

If your child has specific medical needs, please contact the school office. If needed a detailed Individual Care Plan (ICP) can be written by the SENDCO and class teacher through consultation with medical professionals. It will inform and guide staff about the care required.

Where necessary medicines can be administered by the school office in agreement with the parent/carer. A medicine administration form must be completed and medicines are kept in a safe place.

Support for Behaviour

If your child has specific difficulties regarding behaviour they may require an Individual Behaviour Plan (IBP). This will follow the graduated approach, '**assess, plan, do, review**' process.



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

Review meetings

Your child will be asked for their thoughts regarding:

- Their progress towards their targets.
- What strategies have worked well.
- What they think they may need support with next.

Social stories/comic strips

These are written with individual children to help them understand how to manage their emotions or behaviour in certain situations i.e. anything they are anxious about or acceptable behaviour.

Pastoral support

Support from our Behaviour, Relationship and Learning Mentor may be introduced as part of the graduated approach.

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

If your child has SEND, then they will require support that is 'additional to and different from' the rest of the class. For most of the time your child will be taught along with the rest of the class where a variety of different strategies will be used to support them.

Use of different groupings

- Mixed ability
- Mixed ages
- Same ability

Use of visual aids

- Visual timetables, class/individual
- Displays
- Working walls
- Word mats

Use of talking partners

- Sharing ideas
- Peer learning

Use of concrete apparatus

- Practical equipment in mathematics
- Magnetic letters, sand etc for mark making, letters and words

Use of drama

- Hot seating
- Freeze framing
- Speaking and listening activities

Use of ICT

- Laptops/iPads to record (as an alternative to writing)
- Laptops to improve typing skills
- Laptops/iPads to improve skills through educational games in phonics and mathematics
- Access to subscriptions including Numbots and Times Table Rock Stars

Use of seating

- Careful position of pupils at the table and carpet

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?

Opportunity	Details	Frequency
Review meetings	Individual Education Plans and Individual Behaviour Plans are reviewed with parents and pupils Educational Health Care plans are reviewed with parents and pupils	3 times a year Annual Review - once per year

Assessment or observation feedback (outside agencies)	Feedback is given for an assessed report or observation from an outside agency or SENDCO If reports coincide with review meetings, they will be discussed then	When appropriate
Parent consultations	Targets will be reviewed	3 times a year
Class teacher feedback	If there are concerns or a celebration of success, you may be phoned or asked to a meeting	When appropriate
Home/school communication	If there are behaviour, medical or anxiety issues a communication book may be sent home	Daily or as appropriate

Your child's teacher is usually available at the end of each day if you wish to speak to them. Alternatively contact the school office or email enquiries@poplarfarmsch-cit.co.uk to request an appointment.

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

Each child's progress is carefully checked every term and placed on our tracking system using data from tests, classroom work and observations. These include the following:

- The school tracking system
- Early learning goals - for pupils in the Foundation Stage
- STAR reading and maths assessments
- Standardised assessments (carried out by Specialist Teachers and Educational Psychologists)
- Assessment for learning - carried out by the teacher, pupil self-assessment peer assessment
- Individual targets, written as feedback by the teacher
- SNAP SpLD (Specific Learning Disabilities) assessment

These help to identify areas of weakness to target. If your child is struggling, they will be given specific targets which will be discussed with them initially and then with you. If they continue to struggle it may be necessary to formalise their specific needs by applying for an 'Educational Health Care Plan'. This is the new legal document mentioned in the '*Children and Families Act 2014*'. It brings together all relevant agencies appropriate to your child's needs and will clearly set out what actions are required.

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

- Educational visits are an integral part of the curriculum at Poplar Farm. All pupils are included with special needs being considered in risk assessments. If you have any concerns do not hesitate to contact the school.
- All pupils are entitled to take part in clubs after school and are encouraged to do so.

- We have wrap around school care before and after school called Poplar Pioneers, which all pupils may attend. Some pupils with SEND may have a separate Risk Assessment dependent on need.

How accessible is the school environment?

- In compliance with the Equalities Act (2010), all schools will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- Schools are responsible for setting an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly.
- There is wheelchair access to the main building via the main entrance.
- There is also wheelchair access at each pupil entrance.
- There are 4 toilets adapted for disabled users.
- There is a wet room with shower facility.
- There is a wheelchair accessible lift between the ground and first floor.

How accessible is the curriculum?

- Each classroom has their own set of iPads and there is access to laptops.
- Each classroom is equipped with a variety of mathematical equipment.
- Adaptions to resources are available based on need.

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

Early Years Transition

- The teachers visit feeder nurseries when possible.
- Parents are encouraged to look round with their children.
- Visits can be arranged the term before starting.
- School receives and uses relevant paperwork to plan extra support if needed.
- Agencies already involved are consulted.
- Parents are given an opportunity to attend an information event before their child starts in September.
- Settling in sessions are used to ensure that transition to school is good.

Transition between classes

- Exchange of information between classes, including successful strategies.
- Time with the new teacher before the end of the summer term.
- Access to new classroom environment.
- Social stories and transition document to be sent home for both pupils and parent.
- A parents' evening in the Autumn term to discuss settling in and any concerns.

How will the school prepare and support my child to transfer to secondary school?

We understand that this is a daunting time for all pupils but more so if your child has SEND needs. We support you child by:

- Meetings are arranged with outreach services and SENDCOs from Secondary Schools for parents if required.
- Information is shared with the Secondary School through transfer of paperwork, face to face meetings, emails, etc
- Secondary SENDCOs and Teaching Assistants visit pupils in school to provide them with additional information and meet them prior to any visits.
- Additional visits are put in place to meet each child's individual needs.
- If your child has an Educational Health Care Plan relevant outside agencies and the Secondary School SENDCO will be invited to the annual review prior to transition.

How can I be involved in supporting my child?

- At target setting reviews you will be asked to comment on progress and make suggestions for future targets.
- You will be asked to support your child in achieving these targets either through the normal homework route or with extra work.
- All parents are asked to hear their child read regularly, assist in learning spellings and times tables (for relevant year groups).

Additionally, parents are encouraged to support within school through:

- Hearing readers in spare time.
- Using their expertise in after school clubs.
- Joining us to celebrate success in activities, such as, assemblies, sports events, etc.

Admissions

For admissions regarding children with SEND please refer to our admissions policy.

How can I access support for myself and my family?

Useful organisations	Organisation telephone/website/email
Lincolnshire County Council	www.lincolnshire.gov.uk https://www.lincolnshire.gov.uk/send-local-offer
Information, Advice and Support Services Network	0800 195 1635 http://www.lincolnshire.gov.uk/liaise email: liaise@lincolnshire.gov.uk
Working Together Team	https://www.wtt.org.uk/
The National Autistic Society	http://www.autism.org.uk/

Lincolnshire Parent Carer Forum	https://www.lincspcf.org.uk/
Young Minds Parent Helpline	0808 802 5544 www.youngminds.org.uk
KIDS	01522 542 937 www.kids.org.uk
Poplar SEND Padlet available on our website under SEND Information	Home Page - Poplar Farm School

Who can I contact for further information?

If you require any further help, please contact:

- Your child's class teacher
- The main office
- The SENDCo
- The Head Teacher

Complaints Procedure

If you feel that something is not going quite as you would like it to, that we are doing something that you are unhappy with, or not doing something that you feel we should, please tell us about it.

The first step:

Please arrange to discuss any concerns with your child's class teacher, or with the particular teacher concerned. We hope that most problems can be sorted out this way.

The second step:

If, after speaking to your child's teacher, you do not feel that your complaint has been properly dealt with, or if your concern is about the conduct of a particular teacher, then you should discuss the matter with that teacher's manager.

In our school this is the headteacher. In almost all cases we can sort things out satisfactorily in this way.

The third step:

You should make a formal written complaint to the headteacher, unless the complaint is about the conduct of the headteacher. You should then receive a written response.

Taking matters further:

If your complaint is about the conduct of the headteacher, or, if you are dissatisfied with the headteacher's response to your formal complaint letter, then you will need to contact the Local School Board.

You should send written details of your complaint, with any correspondence and evidence to support your complaint, to the Clerk to the Local School Board at the school address. If, for some reason, you do not feel able to do so, you should contact the Clerk, via the school, who will record your complaint as a statement for you to sign.

The Local School Board will consider your complaint and write to advise you of the outcome.

External Appeal:

The decision of the Local School Board is normally final; however, if you are dissatisfied with the Local School Board's response, you may be able to take your complaint to an external body by using the online School Complaints form. This can be accessed at:

[Complain about a school: State schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/complain-about-a-school)

You should be aware that the Secretary of State for Education will usually only consider a complaint once the school's internal processes have been exhausted. For the Secretary of State to intervene in a matter, he would also need to be sure that:

- The school has acted or proposes to act unreasonably in the exercise or performance of its functions under certain legislation.
- or
- The school has failed to carry out a duty at all under certain legislation.



Mrs Anderson
Assistant Head Teacher
& The Hive

Aim of The Hive

To ensure that pupils receive tailored support and resources to meet their unique educational, social, and developmental needs. This provision seeks to promote inclusivity, enabling pupils to access a broad and balanced curriculum alongside their peers, while benefiting from interventions and a supportive learning environment that fosters their overall well-being and academic progress.

Criteria for The Hive

Please note that not all criteria from the following list are required for a child to access The Hive:

- The child has significant learning difficulties that require additional support beyond what is typically provided in a mainstream classroom.

- The child has an EHCP or is in the process of an EHC needs assessment that outlines their specific needs and the support required to meet those needs.
- The child has severe communication needs, such as non-verbal communication or significant speech and language difficulties, that necessitate specialist intervention.
- The child exhibits significant behaviour, emotional and social difficulties that impact their ability to learn and interact within a mainstream setting without additional support.
- The child requires coordinated support from multiple agencies to address their complex needs.
- There is consent from both the parents for the child to access provision in The Hive.
- Regular assessments and reviews are conducted to ensure the provision continues to meet the child's evolving needs in line with their EHCP.

Happy being ourselves

Investigating together

Version - the best of each of us

Education at our own pace