



FREQUENTLY ASKED QUESTIONS

Question	Answer
<p>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<p>Assessment by teachers when a pupil joins our school helps to identify pupils who may require extra support that is different to or additional from that provided to the majority of pupils. In Pre-Reception and Reception, staff use the Early Years Inclusion Toolkit to record assessments and observations.</p> <p>Through observation, assessment and tracking of progress, pupils who are causing concern are identified. From September, staff will hold half termly pupil progress staff meetings where discussion can take place about pupils who are having difficulty with an area of their development. Parents are notified at this stage that we have a concern about their child. This will be informal at this stage. Specific actions are put in place and interventions take place to allow the child to progress.</p> <p>If, after careful monitoring, progress over time is not acceptable then parents will meet with the Class Teacher and SENCO to discuss a Support Plan for their child. Pupils are then placed upon our SEN register. This may involve completing an Early Help Assessment (EHA) form. We aim to meet each term with parents of children who have SEN Support Plans or EHA's to discuss progress. If necessary these meetings take place half termly.</p> <p>Our admission form asks you to provide details of your child, including whether they have a special educational need, disability or medical need. You will also have a meeting with the Headteacher, Mrs Katherine Urwin, to discuss your child before they start our school.</p> <p>If you think that your child may have special educational needs or are concerned about their progress please contact your child's class teacher in the first instance. You can then discuss your concerns and staff can provide you with further information or carry out further investigation. The SENCO, Mrs Katherine Urwin, will become involved at this point.</p> <p>Staff are usually available at the beginning and end of the school day and many parents take advantage of the opportunity to chat with the teacher. Appointments can be made for a longer discussion by contacting Emma Adkins, our Admin Officer, on 01670 860361 or via e-mail at admin@linton.northumberland.sch.uk</p>
<p>How will the school staff support my child?</p>	<p>As a first stage, Teachers will decide if a differentiated approach is needed within class lessons or if a different approach is needed during breaks or at lunchtime. This is available to all pupils as part of our Quality First Teaching and will be built into lesson plans.</p> <p>If this is not successful, Class Teachers together with the SENCO will develop SEN Support Plans based upon a graduated approach:</p> <p style="text-align: center;">Assess Plan Do Review</p>

	<p>This will be developed at a meeting with the parents and It will contain:</p> <ul style="list-style-type: none"> • Detail of concern • Targets to be worked towards • Method of intervention • Staff who will carry out the intervention • How often intervention will take place • What resources will be used • How parents can support at home • If any external agencies are involved • How the plan will be monitored • Review Date <p>Parents receive a copy of this SEN Support Plan. Review meetings will be held at least termly and you will receive reports of any reviews that take place.</p> <p>We have a register of pupils who we provide SEN support for. We also record pupils who we have a concern about but are not on our SEND register. This helps us to make sure we take action to address concerns about pupils' progress and meet their needs.</p> <p>Governors work with the Headteacher and Staff to develop our SEN Policy which sets out our principles, procedures and routines. The next policy will reviewed in the Autumn Term 2016 as part of the implementation of the new Code of Practice. Issues concerning SEND are discussed by the Curriculum Committee and medical or access issues are discussed by the Premises Committee who take responsibility for Health and Safety and building issues. The Staffing Committee can be involved in the appointment of staff.</p> <p>The full Governing Body meets termly and SEND is feature of the Headteacher's report presented during each meeting and is detailed separately within this report.</p> <p>Governors will assist the Headteacher to produce the annual SEN Information Report.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>We are a very small school, currently we have 27 pupils on roll. Our school is organised into two mixed age classes: Class 1 has Pre-Reception, Reception, Y1 and Y2; Class 2 has Y3, Y4, Y5 and Y6 pupils.</p> <p>Class 1 is taught by the Headteacher, Mrs Mason, with Mrs Pape teaching this class on Mondays. Class 2 is taught by Mrs Robertson. On Friday afternoons the whole school is taught together, with a teacher and Higher Level Teaching Assistant working with the children. Class sizes are small. In September, Class 2 will have 13 pupils and Class 1 will also have 13 pupils.</p> <p>Pupils on our SEN register are fully included within class lessons, working in small groups, and receive support from a teacher or teaching assistant during the course of a lesson. A teaching assistant works with both classes on a timetabled basis</p> <p>Our teaching programmes are differentiated to match ability, our mixed age classes support teaching to ability for those who need to be stretched or supported with learning.</p> <p>Within a lesson, differentiation can be by outcome or through a change to the activity. Our children are all familiar with working in different age groupings so we can alter these grouping for different subjects such as Maths or English. We have also arranged for some children to work across both classes for specific subjects, for example in maths, so they have an opportunity</p>

	<p>to receive support within a group. Parents are fully consulted if this is our preferred approach and children's self-esteem is a deciding factor in whether this approach is used.</p> <p>Alterations have been made to teaching areas to create quiet zones and work stations to support those who need to work in a concentrated or calm manner. Pupils are withdrawn for interventions. We offer interventions in literacy, numeracy, physical skills, speech and language, communication, behaviour and PSE.</p> <p>We offer a curriculum that supports inclusion and staff place great emphasis upon each pupil's strengths and personal qualities. We have a strong focus on PSHE, using Social Emotional Aspects of Learning (SEAL) materials as our scheme of work.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>All families receive two individual parent consultation meetings with the class teacher – one in the Autumn and Spring term. Parents receive a written report in the Summer Term, for pupils in Reception, Y1 and Y2 this contains assessment information from statutory assessments. If a family are split, separate meetings can be arranged for both parents if requested.</p> <p>For those pupils who are on our SEN register we hold review meetings, at least termly, with the SENCO, Class Teacher and parents. Review meetings are formally recorded and a report is given to parents after they are completed. After each review a new SEN Support Plan is written which contains details of how parents can help at home.</p> <p>Staff monitor pupils on a regular basis and make records of attainment in reading, writing and maths on a termly basis. Interventions have assessment at the beginning and end to measure the success of the programme.</p> <p>Pupils bring home reading records on a daily basis and this is used by staff and parents to record notes. Parents are able to discuss issues with staff at the beginning and end of a school day.</p> <p>Learning is planned on different levels:</p> <ul style="list-style-type: none"> • Long term topic cycle over two years in Key Stage 1 and four years in Key Stage 2 • Medium term plans for a half term • Short term lesson plans • Interventions are planned using individual targets <p>Linton School welcomes parental involvement and we have a close working relationship with parents. Parents value the support we give to families and welcome personalised support. They feel that home and school work in partnership.</p> <p>We also have education sessions for parents where they learn how to support children at home with English and Maths.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>Small class sizes ensure that pupils have good adult child ratio. Class 2 will be 2;13 in September with a teacher and Higher Level Teaching Assistant and Class 1 will be 2:13, with a teacher and Teaching Assistant (20 hours). The unique nature of a small school enables every pupil to voice their views on a regular basis.</p> <p>Staff have had training from the LIST Inclusion team to run a Nurture Group, have nurturing classroom areas and develop tools to support personal and social development.</p>

	<p>Staff induction includes information for staff about SEND, our behaviour policy and reporting procedures so staff are clear about how to voice concerns and to whom this should be communicated. We keep records of bullying incidents and have behaviour logs for individuals who need monitoring.</p> <p>We do not have a medical room in school but pupils use our staffroom/office if necessary. Mrs Emma Adkins, Miss Joanne Robinson and Mrs Jo Ellis all have valid Paediatric First Aid certificates. Most staff have had training in the use of an epi-pen. Staff will administer medicines to pupils, on completion of a form which can be accessed on our website or from Mrs Emma Adkins. Records are kept of medication given.</p> <p>For pupils with medical needs, staff keep any necessary records a parent requires and communicate regularly on any issues that arise in school concerning this need. Staff will also issue reports for doctors to assist with medical reviews. We work with the School Health service and make referrals to them for support for a family. Pupils with medical needs have a healthcare plan, written in conjunction with parents.</p> <p>We have spare clothing in school should children need to change. We do not have the facility to wash children, so we contact parents/carers or their Emergency Contact should a child need to have a more in depth wash.</p> <p>The Headteacher eats lunch with the children and this is a great opportunity for pupils to chat informally with her.</p> <p>We assist children to meet our behaviour code, called our Golden Rules. This is displayed around school. We have a wide range of strategies, developed in conjunction with the LIST Behaviour Support Team, to encourage acceptable behaviour.</p> <p>These include:</p> <ul style="list-style-type: none"> • Traffic light visual warnings • Visual timetables • Posters giving visual clues for good listening and sitting • Individual behaviour targets • Bespoke reward charts for parents • Positive Playtime resources <p>Our behaviour policy can be found in the policy section of our school website.</p>
<p>What specialist services and expertise are available or accessed by the school?</p>	<p>We make referrals to, and work with, the following services:</p> <p><u>Locality Inclusion Support Team (LIST):</u></p> <ul style="list-style-type: none"> • Educational Psychologists • Literacy Support Specialist Teaching Assistants • Behaviour Support Teachers and Inclusion Workers • Traveller Service • Education Welfare Officer • Communication Support Teacher <p><u>Speech and Language Therapists</u></p> <p><u>School Health Advisors</u></p> <p><u>Children and Young Peoples Service (CYPS)</u></p>

	<p><u>Hearing and Vision Impaired Service</u></p> <p><u>Youth Offending Team</u></p>
<p>What training are the staff supporting children with SEND having or have had?</p>	<p>Our school is a member of NASEN, and have access to updates, training and information through this organisation.</p> <p>Our SENCO is Mrs Sam Mason, who has the National SENCO award. She is newly appointed in September 2016. Mrs Mason meets with other SENCOs from our Partnership on a half termly basis in a supportive network and attends termly Locality Meetings with others from the central area.</p> <p>Miss Joanne Robinson and Mrs Jo Ellis are 'TalkBoost' practitioners supported by the I Can charity.</p> <p><u>Further training accessed by members of staff</u></p> <ul style="list-style-type: none"> • Attention difficulties • Dyscalculia • Sensory awareness • Motor skills with Jigsaw therapies • Early Years Motor skills • Occupational Therapy exercises • Supporting Boys Writing • Precision Teaching • Sounds Great speech programme • Early Inclusion Toolkit • Read, Write Inc reading intervention by LIST • Use of epi-pen • Supporting pupils with medical needs <p><u>Scheduled training:</u> Staff are due to have training in September to support pupils with ASD.</p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>We offer a curriculum that supports inclusion and staff place great emphasis upon each pupil's strengths and personal qualities.</p> <p>All pupils take part in our school visits with support plans and risk assessments being part of our planning process in producing an Event Specific Plan. Any pupils with medical needs have their Healthcare Plan taken on the visit. Emergency details and contacts are always taken on the visit.</p> <p>Staff to pupil ratios are high, especially for pupils who may need a little extra support on the day. Discussions about pupils take place in staff briefings about the visit.</p> <p>We currently do not offer residential trips to our pupils but are planning to hold our first trip during the year 2016-17.</p>
<p>How accessible is the school environment?</p>	<p>Linton First School welcomes pupils of all abilities and our curriculum is inclusive for all pupils. We welcome and celebrate diversity and difference. Our ethos supports each pupil as a unique individual.</p> <p>Wheelchair users can access the building by our West Entrance and staff are happy to assist on request. Our premises are currently not fully accessible to wheelchair users, with the Main Entrance and Dining Hall being accessed by stairs.</p>

	<p>Plans are underway to add a Disabled toilet to the building. Should the needs of a pupil require physical alterations to the building then the Local Authority would make any necessary adaptations.</p>
<p>How will the school prepare and support my child to join the school, transfer to a new school?</p>	<p>In Y5 pupils who have an Education Health Care Plan have a phase change review meeting where planning takes place for the move into Y7.</p> <p>For other pupils who have SEND, a course of action is put in place for Y6 so regular meetings can occur between parents, Linton staff and the SENCO and Pastoral manager of the receiving Secondary school. Visits to the school take place with other pupils who are transferring at the same time. There is also the opportunity for extra visits for pupils and parents.</p> <p>Our SENCO meets with staff from the Secondary school to transfer a verbal account of pupil's abilities and needs and also hands over all relevant paperwork. Our Y6 teacher also prepares a pupil profile which transfers information which is to assist the pupils new teacher on the practicalities of working with that pupil and how to get the best from them.</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The budget is set during March each year and the Headteacher and Admin Officer prepare this for presentation to the Finance Committee of Governors. Within the budget there is a notional amount allocated for SEN, in 2016-17 this is £13,660.</p> <p>Priority is given to maintaining staffing levels so we can support keeping our two classes separate for the majority of the week. This means pupils can work in small class sizes which support high adult pupil ratios. We also prioritise the provision of a Teaching Assistant for 30 hours per week so support is available within class and also via withdrawn interventions. This year we have also introduced a further Teaching Assistant position for 15 hours per week. The timetable for the Teaching Assistants change each year, and on occasion within a year, depending on the needs of pupils in school.</p> <p>For 2016 -17, Miss Robinson will be based in Key Stage 2 for most of the week and Mrs Ellis will be based in Key Stage 1/EYFS.</p> <p>Resource requirements for SEN are met from our Learning Resources budget. Previous spending has been allocated to:</p> <ul style="list-style-type: none"> • Fine motor skills equipment • Calmers for children with attention difficulties • Reading intervention materials – Read, Write Inc, Project X phonic books, Phonicbooks Totem and Talisman series • Playground signs • Nurture group, resources and consumables • PSE resources • Computer software • Physical equipment to support OT programmes • Specialised cutlery
<p>How is the decision made about the type and amount of support my child will receive?</p>	<p>An SEN support plan is developed, followed and reviewed. Staff and parents agree together what the course of further action should be. If necessary this process will involve specialist services and a referral will be made. SEN support plans need to be given time to show impact and this may include several reviews and action plans.</p> <p>Advice is given by Health Professionals for pupils with medical needs and reports with recommendations are used within review meetings.</p>

	<p>Initial staffing for any pupil with SEN should be met from the school budget, from our notional SEN figure. Schools are expected to spend a large portion of the budget before an application for Top Up funding can be made. Top Up funding is time limited and progress is expected to be made with its use. If it is decided that there are significant education, health and care needs which cannot be met wholly by our SEN support plan then an application can be made to the Local Authority for an EHC Plan.</p> <p>The decision about whether an EHC plan is granted is made by a panel of professionals who meet regularly to decide upon applications. There is a statutory process to be followed. Annual reviews of EHC plans take place.</p>	
<p>Who can I contact for further information?</p>	<p>Advice about pupil progress</p>	<p>Class 1 – Mrs Sam Mason Tel: 01670 860361 E-mail: Admin.linton@northumberland.gov.uk</p> <p>Class 2 – Mrs Rachel Robertson Tel: 01670 860361 E-mail: Admin.linton@northumberland.gov.uk</p>
	<p>SENCO/Headteacher</p>	<p>Mrs Samantha Mason Admin.linton@northumberland.gov.uk Tel: 01670 860 361 E-mail: Admin.linton@northumberland.gov.uk</p>
	<p>Admin Officer for medication forms</p>	<p>Mrs Emma Adkins Tel: 01670 860361 E-mail: Admin.linton@northumberland.gov.uk</p>
	<p>SEN Governor</p>	<p>Currently there is a vacancy for this position Contact via school</p>
	<p>Local Authority Services</p>	<p>Parent Partnership Service 01670 623555</p>