

1. What should I do if I think my child has special educational needs and/or a disability?

The Equality Act 2010 states that a person has a disability ***if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.***

A *physical or mental impairment* includes:

- Learning difficulties
- Medical conditions, including epilepsy, diabetes, more severe forms of asthma and eczema
- Specific learning difficulties, including dyslexia, dyscalculia and dyspraxia
- Autism
- Speech, language and communication impairments

If the impairment has a *substantial and long-term effect* on a person's ability to carry out normal day-to-day activities it may amount to a disability.

A young person has *special educational needs* if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A young person has a *learning difficulty or disability* if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of 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 a mainstream school.

If you are concerned about your child in any way and would like to discuss your concerns further please contact their form tutor in the first instance or the SENCO, Miss Geraldine Bell

2. How will the school respond to my concern?

In the first instance you will be invited to meet with either your child's tutor or the Special Educational Needs Coordinator (SENCO). This meeting will allow you to share your concerns and for information to be shared between home and school. You will be asked to reflect on '*what is going well*' as well as being asked to consider '*what you are worried about*'. Time will be allocated to assess your child and to collate information from their teachers (see section 3). You will then be invited to a follow up meeting once further information has been collated.

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

Decisions would be made based on both formal and informal methods including:

- Adult observations over a period of time (by subject teachers, teaching assistants)
- Monitoring data (collected and analysed every term)
- Pupil discussions – do they find something challenging? (This could be academic; communication; social, emotional or behavioural; physical); what do they feel is going well; what are they worried about?
- Parent discussions (as detailed above in section 2)

This information will be collated and used to inform decisions.

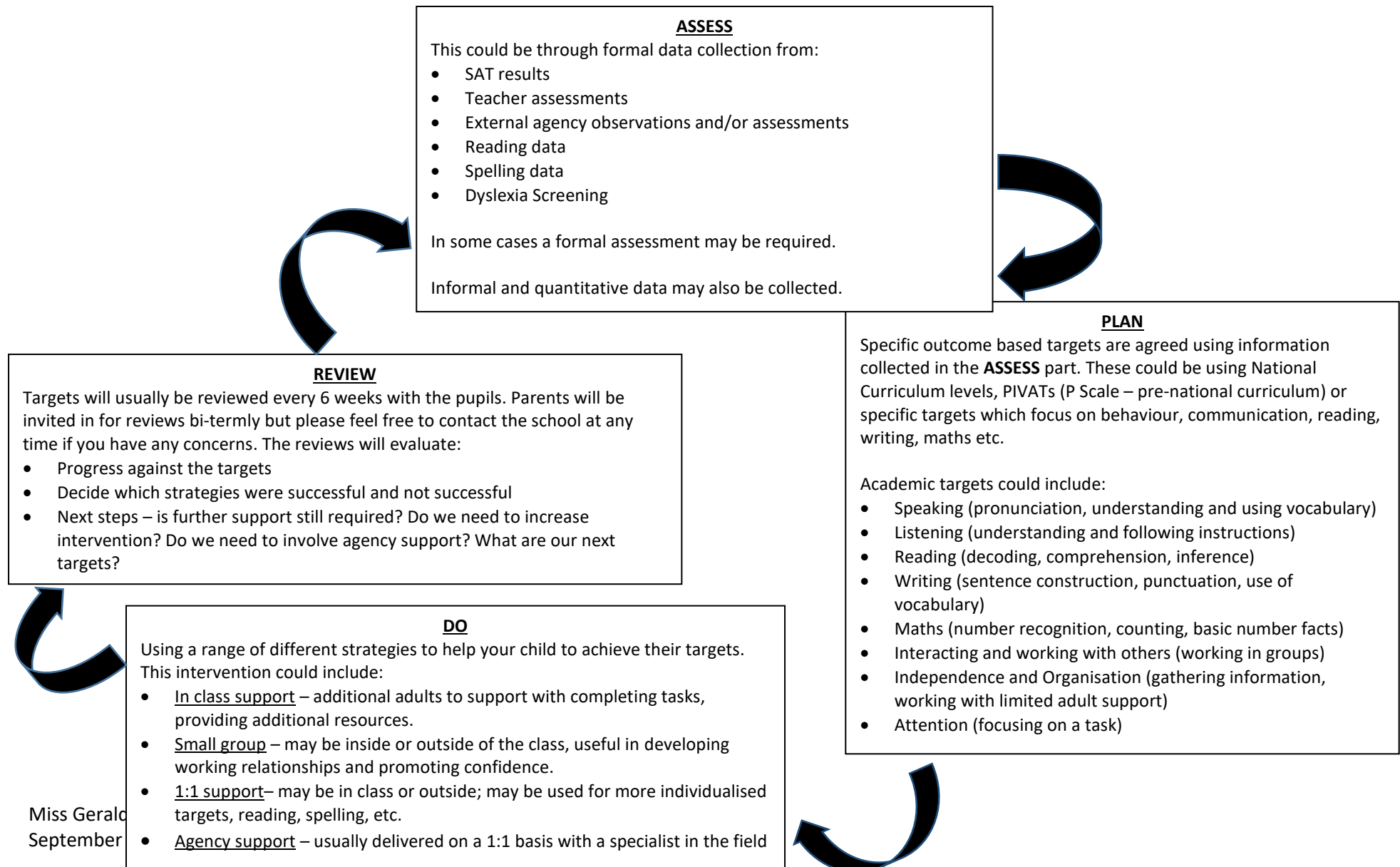
Internal assessments may also be completed. These could include;

Dyslexia Screening, reading assessment, spelling assessment, numeracy assessment, special needs assessment profile (behaviour, social and communication difficulties, attention deficit, hyperactivity).

A follow up meeting will be arranged with you to share the feedback and discuss '**next steps**'. A plan of action will be agreed. A request for further assessments or observations from external agencies may be part of the plan. The plan will be implemented and actions carried out. A review will be held in school to review the plan within a 12-week time frame and will allow you opportunity to discuss the impact the plan has had on your child.

4. What will the school do to support my child?

Ultimately, your child's targets and intervention will be set and their progress monitored by the SENCO and Learning Support Manager, however your child may receive support from teaching assistants (TA's), subject teachers or agency support workers (see section 7 for more details). The process of providing support is:



5. Who will support my child in school?

We have a highly dedicated team committed to updating their own personal knowledge and skills through regular training in order to provide your child with the best support available to meet their needs. We have specialists working in science, maths, English, pastoral support as well as supporting pupils who are hearing impaired, have medical needs and who have physical difficulties.

Who?	How and Why?
Subject Teacher	<ul style="list-style-type: none"> • Sets targets based on your child's needs • Will be ultimately responsible for ensuring that your child's needs are met through high quality differentiated and personalised teaching (Quality First Teaching); subject teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.
SENCO Miss G Bell	<ul style="list-style-type: none"> • Ensures that SEND provision is provided in line with the SEND Code of Practice • Oversees the day to day running of the learning support department • Signposts parents and pupils to external agencies as required; makes referrals to other agencies as appropriate • Coordinates the provision and intervention available to young people • Line manager for the Teaching Assistant Team • Provides pastoral support to pupils • Identifies pupils who require intervention and additional support • Can support with effective target setting • Regularly reviewing and monitoring pupil progress and identifying pupils at risk of underachievement • Monitors the effectiveness of intervention groups through the use of provision maps for each year group • Will lead review meetings and complete relevant paperwork
SEN Administration	<ul style="list-style-type: none"> • Will set up and maintain robust record keeping systems for all pupils on the additional needs list • May provide support for monitoring and supporting personal, social and emotional needs of your child • Directed by the SENCO
Teaching Assistants (in class)	<ul style="list-style-type: none"> • Day to day support within the classroom with classroom based tasks • May provide additional individual support, e.g. note taking, scribing, repeating information, breaking down of tasks. • Directed by the teacher to support the tasks set
Subject specific Teaching Assistants	<ul style="list-style-type: none"> • May provide support for reading, spelling, maths and science through structured programmes (Beat Dyslexia, Accelerated Reader, Accelerated Maths, Read Write Inc, Toe by Toe) either 1:1 or through small group work • Directed by the SENCO to support the targets set

Additional agency support	<ul style="list-style-type: none">• See section 7 for detailed list of whom we work with• May complete assessments or observations to support with further decisions regarding your child's need• Will support with target setting• Will be involved in the review process and deciding next steps
SEND Governor	<ul style="list-style-type: none">• Overseeing the provision for SEND at SSPP

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

Member of Staff	Area of Responsibility	Training	Qualifications
Miss G Bell	SENCO	<ul style="list-style-type: none"> • National SENCO Award • Access Arrangements for GCSE and GCE. • Secondary Training – A Whole school approach to improving access, participation and achievement. • Attachment Disorder Training • Signs of Safety and Early Help Assessment • Child Protection Officer (Designated Person training) • Epilepsy Awareness and Reflex Anoxic Seizures theory training • EpiPen Trained • Diabetes training – administrating insulin (Nurse Claire Cutts) • Designated Teacher Training. • Identifying Concerns and Supporting Recovery in Children and Young • Emotional Wellbeing for Young People • Supporting the pupil with Hearing Impairment; • Supporting the pupil with Visual Impairment 	<ul style="list-style-type: none"> • Bachelor of Education (Hons) • Qualified Teachers Status • Postgraduate Certificate in Special Educational Needs Coordination with National Award for Special Educational Needs Coordination (NA-SENCO)

Rachel Sharp	Deputy SENCO	<ul style="list-style-type: none"> • Qualified Counsellor • Secondary Training – A Whole school approach to improving access, participation and achievement. • Attachment Disorder Training • Child Protection Officer (Designated Person training) • Epilepsy Awareness and Reflex Anoxic Seizures theory training • EpiPen Trained • Diabetes training – administrating insulin (Nurse Claire Cutts) 	<ul style="list-style-type: none"> • BTEC Level 5 Professional Diploma in Therapeutic Counselling • Qualified Teacher Status • Bachelor of Education (Hons) • PGCE in Religious Studies
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Cath Coatsworth	KS4 Teaching Assistant	<ul style="list-style-type: none"> • Read, Write Inc. Fresh start central training. • Intermediate Counselling Certificate. • Independent Travel Training Certificate. • Oxygen use (oxygen cylinders) • Diabetes training – administrating insulin (Nurse Claire Cutts) • Epilepsy Awareness and Reflex Anoxic Seizures theory training • Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams • Autism Tier 1 	<ul style="list-style-type: none"> • NVQ level 3 Teaching Assistant.
Ronette Gray	Student Support Manager	<ul style="list-style-type: none"> • Level 1 Counselling Certificate. • Oxygen use (oxygen cylinders) • Epilepsy Awareness and Reflex Anoxic Seizures theory training • Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams • Autism Tier 1 	<ul style="list-style-type: none"> • NVQ Level 3 Teaching Assistant
Maggie Hockney	KS3/4 Teaching Assistant	<ul style="list-style-type: none"> • British Sign Language • Oxygen use (oxygen cylinders) • Epilepsy Awareness and Reflex Anoxic Seizures theory training • Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams • Autism Tier 1 	<ul style="list-style-type: none"> • BSc Hons Microbiology • NVQ Level 2 and Level 3 Teaching Assistant •
Kerry McNulty	KS3/4 Teaching Assistant	<ul style="list-style-type: none"> • Oxygen use (oxygen cylinders) • Epilepsy Awareness and Reflex Anoxic Seizures theory training • Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams • Autism Tier 1 	<ul style="list-style-type: none"> • NVQ Level 2 and Level 3 Teaching Assistant • Foundation Degree in Children's Youth Services • BA(HONS) Children in Youth Services

		<ul style="list-style-type: none"> Diabetes training – administrating insulin (Nurse Claire Cutts) 	
Lynn Gibbins	KS3/4 Teaching Assistant	<ul style="list-style-type: none"> Oxygen use (oxygen cylinders) Epilepsy Awareness and Reflex Anoxic Seizures theory training Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams Autism Tier 1 	<ul style="list-style-type: none"> NVQ Level 2 and Level 3 Teaching Assistant
Dawn Christopher	KS3/4 Teaching Assistant	<ul style="list-style-type: none"> Oxygen use (oxygen cylinders) Epilepsy Awareness and Reflex Anoxic Seizures theory training Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams Autism Tier 1 Diabetes training – administrating insulin (Nurse Claire Cutts) 	<ul style="list-style-type: none"> NVQ Level 2 Teaching Assistant
Kathryn Blanchard	KS3 Teaching Assistant	<ul style="list-style-type: none"> Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams Diabetes training – administrating insulin Epi pen Training Support for learners with visual and hearing impairment. Safeguarding GDPR 	<ul style="list-style-type: none"> NVQ Level 2 and Level 3 Teaching Assistant
Kelly Goodale	KS3 Teaching Assistant	<ul style="list-style-type: none"> Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams Diabetes training – administrating insulin Epi pen Training Support for learners with visual and hearing impairment. Safeguarding 	<ul style="list-style-type: none"> NVQ Level 2 Teaching Assistant

		<ul style="list-style-type: none"> • GDPR 	
Valan Chan	KS3 Teaching Assistant	<ul style="list-style-type: none"> • Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams • Diabetes training – administrating insulin • Epi pen Training • Support for learners with visual and hearing impairment. • Safeguarding • GDPR 	<ul style="list-style-type: none"> • Bachelor of Education (Hons)
Holly Westerman	KS3 Teaching Assistant	<ul style="list-style-type: none"> • Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams • Diabetes training – administrating insulin • Epi pen Training • Support for learners with visual and hearing impairment. • Safeguarding • GDPR 	<ul style="list-style-type: none"> • Bachelor of Arts and Theology (Hons) •
Jessica Bee	KS3 Teaching Assistant	<ul style="list-style-type: none"> • Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams • Diabetes training – administrating insulin • Epi pen Training • Support for learners with visual and hearing impairment. • Safeguarding • GDPR 	<ul style="list-style-type: none"> •
Phillip Dixon Smith	KS3 Teaching Assistant	<ul style="list-style-type: none"> • Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams • Diabetes training – administrating insulin 	<ul style="list-style-type: none"> • Qualified Teachers Status

		<ul style="list-style-type: none"> • Epi pen Training • Support for learners with visual and hearing impairment. • Safeguarding • GDPR 	
Ryan Varley	KS3/4 Teaching Assistant	<ul style="list-style-type: none"> • Diabetes training – administrating insulin • Epi pen Training • Support for learners with visual and hearing impairment. • Safeguarding • GDPR 	<ul style="list-style-type: none"> • Foundation Degree in Education Studies
Lynsey Pustelnik	KS3/4 Teaching Assistant	<ul style="list-style-type: none"> • Diabetes training – administrating insulin • Epi pen Training • Support for learners with visual and hearing impairment. • Safeguarding • GDPR 	<ul style="list-style-type: none"> • Bachelors Degree in Psychology
Clare Baker	KS3 Teaching Assistant	<ul style="list-style-type: none"> • Diabetes training – administrating insulin • Epi pen Training • Support for learners with visual and hearing impairment. • Safeguarding • GDPR 	<ul style="list-style-type: none"> •

All teaching and support staff have had training for:

- Safeguarding
- Attachment Disorder awareness
- Autism awareness
- Speech and Language
- Supporting a hearing impaired child

Miss Geraldine Bell, SENCO
September 2023

- Epilepsy Awareness and Reflex Anoxic Seizures theory training
- Epipen Training
- Support for learners with visual and hearing impairment.

7. Who else might be involved in supporting my child?

We are fortunate to be able to work in a range of external agencies to support your child if needed:

Name	Agency	Time in school	Support available
As allocated	Lincolnshire Psychology Services	30 hours over the academic year	Assessment for learning, personal, social and emotional needs Observations to support with learning behaviour Target setting Training of staff Support with review meetings
Andrea Hyslopp	Specialist Teaching Team	As requested	Assessment for learning difficulties (including the identification of dyslexia) Assessment for exam access arrangements Direct teaching Observations to support with learning behaviour Target setting Training of staff
Emma Hall	Peripatetic Teacher of Hearing Impaired children	Twice per term	Observations to support with strategies for working with Hearing Impaired Children Training of staff Advisor to staff Hearing assessments Target setting
Erika Burkitt	Peripatetic Teacher of Sight Impaired children	Twice per term	Observations to support with strategies for working with Hearing Impaired Children Training of staff Advisor to staff Hearing assessments Target setting
As allocated	Speech and Language Therapy; physiotherapists and occupational therapists	As requested	Assessments of difficulties as highlighted Training of staff Programme setting, monitoring and evaluating
Louise Wilbraham	Working Together Team - Social and communication support	As requested	Parental meetings for parents and school to support pupils with social, communication difficulties including those with Autism

Carol Duncan, Jo Read	Reintegration Team, Lincolnshire County Council	As requested	Working in partnership with SSPP supporting those pupils at risk of exclusion from school.
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We can also make referrals to:

- Community Paediatricians (subject to a 18 week plus waiting time)
- Early Help Support (to support with issues impacting on your child and the family where needs cannot be met through school based resources)
- Child and Adult Mental Health Service (CAMHS) and Healthy Minds

We also have strong links with the school nurse team, Young Carer's, Energise and local PCSO's.

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

Pastoral and social support:

- Heads of Year, form tutors, class teachers and learning support staff build up strong relationships with pupils to support their emotional needs.
- Sixth form students are delegated to resolve issues between pupils on the playground. This is aimed as the first point of call for the pupils to take some responsibility to problem solve without adult intervention. Teaching staff and senior staff are also on duty to resolve issues.
- All incidents are communicated to the relevant members of staff and recorded electronically.
- All child protection issues will be reported to Mrs Evans (Assistant Head Teacher), Mr Maye (Deputy Head Teacher)
- We have a clear behaviour policy which is adhered to by all staff (please visit the school website for a copy).
- Intervention for personal, social and emotional development is available for pupils in all year groups. The content of this will vary dependent on the needs of the pupils. Stories, circle time and sharing experiences form a staple part of the group.
- Circle time is an available intervention to promote speaking, listening, empathy, working together, turn taking and following social rules.

Medical needs

- If your child has specific medical needs then please contact either your child's tutor or the SENCO so appropriate plans can be put into action.
- If needed a 'care plan' can be written to inform all staff of the specifics of the condition and what should be done to support the needs of the child.
- If your child requires on-going medication please contact the school office and complete a medicine administration form. All medicines will be stored in a locked storage box within the medical cupboard.

Support for behaviour (including attendance, bullying and exclusion):

Attendance

The School considers acceptable attendance to be over 95%. Therefore, over the period of the academic year, it is essential that a pupil has no more than 10 days away from school. The school monitors pupil's absence on a daily, weekly and termly basis and as such therefore can take action if a pupil's attendance is causing concern. Where concerns are raised parents are expected to work with school staff and Education Welfare to address these concerns. Deterioration in an individual pupil's attendance will be monitored and the pupil helped to improve, however, if no improvement is made further sanctions may be necessary.

Bullying

There is a co-ordinated approach amongst staff, students and parents on the subject of bullying in order to reduce the incidence of bullying in the Academy. We take bullying very seriously and we will act vigorously to support students.

Behaviour and exclusion

A high standard of behaviour is expected at all times and all members of the community are to be treated with respect. In order to enable teaching and learning to take place, acceptable behaviour in all aspects of Academy life is essential.

As an Academy we recognise the need to aim for consistency in identifying and responding to inappropriate behaviours. However, while there is the need for consistency, it would be short-sighted and even unfair to believe that there can be a 'fixed penalty' for every inappropriate behaviour. Individual circumstances surrounding any issue must be taken into account as well as taking into account the individuals special educational needs. The aim is to effectively help the student to remedy unacceptable behaviour, not simply to punish.

Where necessary, referrals will be made to external agencies for additional support, intervention and target setting. Where behaviour escalates in spite of intervention we will seek to meet with parents to discuss the next steps.

9. 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 and what they think they may need support with next.
Continuity of staff	As much as possible, your child will be supported by the same adults so they can develop an effective relationship. This is especially true of form tutors, heads of house and learning support staff.
On-going recording of views	Your child's view will be recorded throughout the interventions to judge their engagement and progress. This will inform future planning.
Named keyworker	Your child will be linked with a keyworker whose role is to support and prepare effective and confident learners.

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

Pupils are placed in teaching sets according to ability so that teaching, environment and resources are appropriate for each child's learning needs. Additional adult support is available in some classes where further support is required.

A varied approach is offered to KS4 pupils to ensure that their learning matches their abilities and interests. This includes options for GCSE routes, BTEC routes and the Vocational route which encompasses Learning for Life (*The programme provides opportunities to learn new skills, ideas and approaches to support learners throughout their school life and into the future. It enables learners to acquire life skills and to develop the right attitudes to help them in their lives as well as in the world of work*).

Medical and personal care

Children who have a medical disability may, at times, also require additional adult support with PE when changing or in subjects requiring fine motor skills. These are delivered and developed with the child's occupational therapist, physiotherapist or specialist nurse.

One to one / small group intervention

When a child needs additional support with reading, learning to spell or some subject specific guidance, one to one or small group intervention is offered. This allows pupils to work with a member of staff in a quieter and more relaxed situation allowing them the chance to learn away from others. This is also directed depending on a child's need and ability.

Targeted support programmes

- Emotional Wellbeing Mentors
- Toe by Toe
- Paired Reading
- Numeracy intervention
- Anger Management
- Precision Teaching
- Memory Skills
- ELSA
- Girls Group and Boys Group (both of which promote positive self-esteem for vulnerable pupils)
- Support for Young Careers
- Fast track to Reading
- Fast track to Writing
- Read, Write, Inc (Fresh Start programme)
- Units of Sound
- Social Stories

What do our teaching assistants do to support pupils?

We have a team of teaching assistants who are dedicated to helping young people by:-

- Encouraging and supporting learning and progress
- Helping pupils overcome difficulties with all aspects of the curriculum
- Providing additional extra-curricular support for all pupils across KS3 and KS4

11. 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?

You will be offered numerous opportunities throughout the academic year to discuss your child's attainment and achievement.

Parent's evenings and learning tutorials are offered throughout the academic year. Progress reports are also sent home termly allowing you to get a snapshot of how your child is progressing academically. Your child's tutor is the first point of contact and will be able to offer you an insight into your child's progress. Your child's tutor will always make themselves available to discuss any specific issues at an appropriate time. In addition all parents of pupils identified with additional needs will be offered the opportunity to meet with the SENCO and/or Student Support Manager at least twice per academic year to specifically look at attainment levels and progress and the impact of any interventions that have been offered.

In addition to this all pupils are provided with a 'planner' which they are encouraged to use to record their timetable, their homework and any messages between home and school which need to be shared. Parents are requested to check and sign their child's planner on a weekly basis.

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

We carefully track all of our pupil's progress across each term through the use of data and observations. If your child is not meeting their age-related expectations, we may use a range of assessment tools to help us pinpoint how best to support them including:

- Teacher assessments using KS3 Pathways
- Reading and spelling age assessments
- Standardised assessments (completed by Specialist Teacher and/or Educational Psychologist) – gives us a clearer picture of areas of strength and development against children nationally
- Assessment for learning – within the classroom, self-assessment against targets, use of talking partners to share ideas.
- Individual targets – through a personalised plan

These help to identify areas to target and support with advice on how to move your child forward.

For some pupils we need to intervene in Year 7, to change a pupil's flight path, by deliberately seeking to address issues and gaps in learning, especially for those students who entering the Academy at levels below their peers.

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

We frequently use educational visits and residential trips to enhance the learning in the classroom and make it 'come to life'. We will always aim to include your child on a visit, ensuring any specific needs they have are taken into account with our risk assessment.

Dependent on the needs of your child their keyworker will be available to support them on an educational visit.

All children have an equal right to attend our extra-curricular clubs and will be supported wherever necessary and appropriate.

14. How accessible is the school environment? How accessible is the curriculum?

To support your child to access the school facilities we have:

- Ramp access to all the buildings.
- Disabled toilets throughout the school.
- Access to ICT equipment (including iPads)

- Lift access in the English Building

St Peter and St Paul Catholic Voluntary Academy also have the following facilities:

- Quiet rooms for learning
- Quiet areas for resting / ASD cool downs
- A well-resourced library
- Yellow markers for Visually Impaired Students
- Student support department for either one to one or small group intervention
- Quiet rooms for counseling or more sensitive meetings
- Quiet rooms to allow pupils space to discuss confidentially with the leader any concerns they may have.

Our Accessibility Policy and Accessibility Plan is in place to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the Academy community for students and prospective students with a disability.

We also aim to ensure that the needs of disabled staff and parents/carers are accommodated in the school environment, as far as is reasonably practical.

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

We have strong links with our feeder primary schools. To ensure a smooth transition we:

- Are in regular dialogue with the junior school SENCO to ensure information sharing is taking place as soon as your child is offered a place at SSPP
- Receive and use relevant paperwork from the junior school to inform planning, e.g. your child's learning journey, any SEN or medical information
- Arrange visits before your child starts school, including opportunities for your child to meet school staff
- Planned induction day visit with other year 6 pupils joining SSPP
- Parents meetings with the SENCO before they join SSPP
- "*Prepare not scare*" enhanced transition programme for children with significant and complex needs.

- Hold a 'welcome evening' in the summer term before transition where you will meet your child's Head of Faculty (and other key staff), get information about how the school runs, the order of the day and expectations of secondary school.
- Meet with Agencies already involved with your child, e.g. Speech and Language therapists, EP etc to discuss their targets

16. How will the school prepare and support my child to transfer to a new setting/school/college?

We recognise that transition can be daunting for all pupils. Pupils with EHCPs and/or complex needs are identified at Year 9 transition and a transition plan is drawn up at the Annual Review Meeting / Education, Health and Care Plan Transfer Meeting. High aspirations about employment, independent living and community participation are encouraged and developed through the curriculum on offer at Key Stage 4 (Year 10 and Year 11). At the year 9 review discussions about the child's future are the key focus and transition plans look at good health, employment, independent living, housing, friends and relationships and community.

SSPP have good links with further education providers including Lincoln College and Riseholme College. We are keen to arrange taster days as a school so that we can take groups of students to look at the facilities and courses available. We are also available to support individuals with the application process for further education.

Where appropriate we will also be able to:

- Organise agency support for transition
- Provide information about the needs of your child to their transferring setting through face to face meetings, paperwork, emails, etc.
- Organise additional visits to the setting
- Organise Travel Training for those who will be introduced to public transport
- Invite the SENCOs from the new setting to come to the last review meeting of Year 11 and/or Year 13

17. How can I be involved in supporting my child?

Parents are given a lot of practical ways to support their child's development in school and at home including:

- Signposting for games for developing memory, spellings, maths
- Useful websites and apps
- Strategies for reading, e.g. reading to your child, with your child
- Specific agency advice – could be games, organisational strategies (e.g. visual timetables), behaviour management strategies
- Letters to support referrals to Paediatricians

Parents are always encouraged to support within school through:

- Donating spare time, e.g. to listen to readers

Miss Geraldine Bell, SENCO

September 2023

- Share your own talents, e.g. art, sports, career advice
- Share your knowledge about your child, e.g. through review meetings, parent consultations
- Joining us to celebrate success, e.g. talent days, music events etc.

18. How can I access support for myself and my family?

The SEN and Disability Local Offer describes what help, support and services are available for children and young people with Special Educational Needs and Disabilities (SEND) and their families in Lincolnshire.

It will:

- Include information about education, social care and health services, as well as services provided by voluntary and community groups
- Provide information about services for children and young people with Education, Health and Care Plans, as well as those without
- Set out clearly the criteria for getting support
- Be published on the internet, as well as be available in other formats

Lincolnshire's Family Services Directory (FSD) is now the home of Lincolnshire's Local Offer. The FSD provides everything you need to know about Education, Social Care, Health, information on parent support and activities for Children and young people (0-25 with a Special Educational Need and/or Disability) and their families.

19. Who can I contact for further information?

In the first instance please contact:-

Miss G Bell SENCO, 01522 871400

sspp@sspp.lincs.sch.uk

Miss Geraldine Bell, SENCO
September 2023