



Lubbins Park Primary Academy

Special Educational Needs Disability (SEND) Information Report

This policy will be reviewed every (12) months and consideration given to the implications for future whole school development planning.

Agreed by,

Chair of Governors _____

Head teacher _____

Date September 2017



Lubbins Park Primary Academy

Special Educational Needs Disability (SEND) Information Report

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The Special Educational Needs and Disability (SEND) legislation came into force on September 1st 2014. The provisions in the Children and Families Act 2014 and the new 0 -25 Special Educational Needs and Disabilities Code of Practice are a significant set of changes which are designed to improve the outcomes of children with SEND. The key principles of the new legislation are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHCP) will replace statements of special educational needs. This school will be following the LEA guidelines regarding the dates when statements will transfer over to EHCP (this has to be completed within 2 years).
3. School Action and School Action Plus will cease and will be replaced by a single based category for children with extra specialist support known as School Support.
4. High quality teaching, appropriately differentiated for individual pupils, is the first step in responding to possible special educational needs. For pupils who require special educational provision, the code sets out the principle of a graduated response. This acknowledges that some children will benefit from specific support from the school or external experts.

People within our school who support children with Special Educational Needs or Disabilities:

Class Teachers are responsible for:

- Ensure that all children have access to high quality teaching and the use of differentiated and personalised approaches to teaching and learning.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this may include

targeted work, additional support or adapting resources) and discussing any amendments with the Special Educational Needs Co-ordinator (SENCo) as necessary.

- Writing One Plans (used to be IEPs), and sharing and reviewing these with parents/carers at least once a term and planning for the next term's targets.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work for your child. This may involve the use of additional adults, outside specialist help and specially planned work or resources.

You may contact your child's class teacher by talking to them at the end of the day or by making an appointment to meet them via the school office or by telephone.

The Special Educational Needs Co-ordinator (SENCo) is responsible for:

- Coordinating all the support for children with special educational needs (SEN) and/ or disabilities, and developing the schools SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that as parents you are :
- Involved in supporting your child's learning
- Involved in the support your child is getting
- Involved in reviewing how well they are doing
- Part of the planning process for their future
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychologist etc.
- Updating the school's SEND register - a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood and making sure that there are records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school so that they can help all children with SEND to achieve their potential.
- Supporting the class teacher with the One Plans that identify specific targets for your child to achieve.
- Organising training for staff so that they are aware and confident about how to meet the needs of your child and others within the school.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

Mrs Smith is the school SENCo. She can be contacted by making an appointment to meet, via the school office or by telephone.

Teaching Assistants/ Learning Support Assistants:

A Learning Support Assistant (LSA) may be allocated to pupils with exceptional special educational needs and/ or disabilities. Whilst they take a very valuable role in your child's education, if you have specific queries about your child's progress, it would be best to direct these questions to the staff members mentioned above. Of course, as a school we welcome dialogue between parents and actively encourage feedback. Children with exceptional special educational needs will be given a communication book for parents and staff to have a daily dialogue.

The SEND Governor is responsible for:

- Making sure the school has an up to date SEND policy.
- Making sure that the school has appropriate provision and has made appropriate adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is provided for any child who attends the school who has SEN and/ or disabilities.
- Monitor/evaluate the support given to children with SEND at the school and being part of the process to ensure all children achieve their potential in school.

How we support children with Special Educational Needs or Disabilities?

- There is an expectation amongst staff to demonstrate high quality teaching and the use of differentiated and personalised approaches to teaching and learning. We comply fully within the regulations outlined in the Special Educational Needs Code of Practice (2014). You can find a copy here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- At Lubbins Park Primary Academy, we are fully committed to promoting inclusion of all children, whatever their age, ability, gender, race or background. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school is important.
- We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and to ensure they achieve their full potential. All children should have the opportunity to join with their peers in the curriculum and life of the school. We aim to pay particular attention to the provision for, and the achievement of, all differences within the school, providing extra resources and support, where possible.
- This SEND Information Report has been created so that we can regularly review what we offer to all children and to amend as necessary. It is also to demonstrate how we implement the SEN policy and to provide you with more information about how we will support your child in school.

Children at this school will get support that is specific to their individual needs. This is usually provided by the class teacher but may involve:

- Other staff in school.
- Staff who visit the school from the Local Authority Services such as Educational Psychologists and the Specialist Teacher Team.

All children receive class teacher input via high quality classroom teaching

The teacher will have the highest possible expectations for your child and all pupils in their class. They will achieve this by:

- Putting in place different ways of teaching so that your child is fully involved with the learning in class. This may involve using more practical learning or providing different resources adapted for your child.
- Putting in place specific strategies which may be suggested by the SENCo or external agencies to enable your child to access the learning task.
- In Key Stage 1 the children are split into differentiated groups for Phonics. This enables all children to develop at their pace to reach their full potential.

Intervention Groups

Any child who has been identified as having specific gaps in their understanding of Literacy and Numeracy may receive support through specific small group work or 1:1 work. This group may be delivered in the classroom or another room. It may be delivered by the teacher HLTA (Higher Level Teaching Assistant) or a Teaching Assistant who has been trained to deliver these groups.

- Your child's teacher will have carefully checked your child's progress and will have decided that your child has a gap in their understanding/ learning and that they need some extra support to close the gap between your child and their peers.
- A HLTA or TA will run these small group sessions using the teacher's plans, or a recommended programme.

Children with specific barriers to learning that cannot be overcome through whole class teaching and intervention groups.

- If your child has been identified as needing more specialist input, referrals will be made to outside agencies to advise and support the school to enable your child to make progress.
- Before referrals are made, you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. Speech and Language Therapist, Educational Psychologist, Specialist Teacher Team. This will help the school and yourself understand your child's particular needs better.

Education Health Care Plans

- The school can request that the Local Authority carry out a statutory assessment of your child's needs
- Information will be collected by the SENCo, other agencies and parents and sent to the Local Authority. They will decide whether the child's needs seem complex enough to require an assessment.
- After the reports have been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong. If this is the case then an Education Health Care Plan will be produced for your child.

Support for children with identified special needs starting at this school.

- You will be invited to visit the school with your child to have a look around and speak to staff.
- If other professionals are involved a team meeting will be held to discuss your child's needs, share strategies and ensure provision is put in place before your child starts school.
- We may suggest adaptations to the settling in period to help your child to settle in more easily
- If your child has an Educational Health Care Plan then we may need to provide support from an additional adult.

How can I let the school know that I am concerned about my child's progress?

- In the first instance, contact your child's Class Teacher who will happily discuss any concerns you may have. They have responsibility to check on the progress of your child to identify, plan and deliver a curriculum that will meet your child's needs. The Class Teacher will meet parents at least on a termly basis (usually through Parents Evenings) so raise any concerns at these meetings.
- Mrs Smith, SENCo, will always be willing to speak to you if you are concerned about your child's progress. You can contact Mrs Smith on 01268 697181.
- We want to ensure we are building positive relationships with all the parents at the school so we hope for an open and honest dialogue whereby we can all work together.
- If your child has been raised as having a specific need, meetings will be held each term with parents so that personalised targets can be set and these will be monitored in class

How do we involve other bodies including health and social care bodies, local authority support services and voluntary sector organisations in meeting the needs of children with SEN and in supporting their families?

We work in close partnership with a variety of multi agencies with a wealth of expertise. All of these agencies will offer support to both the family and to the child depending on the needs of the child. Some of these include;

- Educational Psychologists (assessment of pupils needs)
- Specialist Teacher Team (offering advice to the school and to the parent, working with the child in school)
- Speech, Language and Communication Therapist (assessments and speech therapy)
- School Nurse Team (health assessments and checks)
- Occupational Therapist (assessments and helping to develop the child's gross and fine motor skills)
- CAMHS –Child and adolescent mental health services (to help with behavioural difficulties)
- Family Solutions (to work with the whole family)

How are adults in school supported to work with children with SEND?

- The school has a development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children.

How will we measure progress of your child in school and how will you be informed?

- Your child's progress will be carefully monitored by the class teacher and SENCo
- Every term you will be invited to a One Plan meeting to inform you about how well your child is progressing. New targets will be set for the following term and you will be given ideas about how you can also support your child at home.
- If your child has an Education Health Care Plan you will have a termly meeting with the class teacher and SENCo. Once a year we will hold a formal review of the Education Health Care Plan to see if it is still relevant or needs amending this will be with the class teacher, SENCo and any other external agencies who may be involved.

What are the arrangements for consulting parents of pupils with Special Educational Needs?

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

Assess

Assessment is on-going across all aspects of school life. Children all have individual targets in the core areas, in order to help them move on in their learning. Decisions are then made as to the most appropriate steps to take to support the learner; pupil progress meetings are held for all children regularly as part of the assessment process. School based assessments will either be carried out by the Class Teacher or the SenCo. This allows us to track information as to whether or not they are performing below their age expected levels. Assessments from the medical field or other professionals will also be taken into account.

Plan

Lubbins Park staff will look at any child who needs support in order to enhance progress. This may involve something different to or additional to their differentiated curriculum and decide on strategies that can be put in place for support. Consultations are held with the children and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach. These consultations use a person centred approach so the meeting agrees to help the pupil together in the best possible way. Strategies will be discussed with the child and parents and carried out over a set time scale. . Some children will have targets set to support emotional or social development, or those pertaining to their very specific SEN. The children know what the next steps are in order to progress. This will form a plan for the way forward so that your child is supported appropriately.

Do

The plan will be put into place and monitored closely by the Class Teacher and the SenCo. Targets will be changed and amended as necessary. Children who are finding some aspects of learning difficult maybe supported in a smaller group usually within the classroom for short periods of time working towards specific outcomes.

Review

The review takes place to assess progress and needs. The specific support or intervention may stop if the desired outcome has been reached; it may continue as it is still appropriate, or may be adapted or changed according to next steps needed. Through colleague collaboration, the progress, engagement and conduct of learners is discussed on a regular basis.

Within the new Code of Practice, there are two categories for SEND. If at the end of this graduated approach it is felt that children need additional support within school they will be classed as needing SEN support. However, if your child has a specific need which may be complex and lifelong, support is available in the form of an Education, Health and Care Plan (EHCP). This means your child has been identified by various professionals as needing a higher level of support. The school or you can request that the Local Authority carries out a Statutory Assessment which is a legal process:

<http://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Pages/Special-Educational-Needs.aspx>

How do we involve the pupil in the process?

The pupil's voice is essential in moving their learning on. We use Pupil Profiles to help pupils identify their strengths, how they would like to be supported and who helps them. Pupils are involved in any meetings if they are able and want to be involved. They can stay for the duration of the meeting or just for a short period of time.

How is this school accessible to children with physical difficulties?

- The building is accessible to all children with physical disability.
- We ensure that any equipment used is accessible to all children regardless of their needs.
- All of our classrooms are located at ground level.
- Physiotherapists and Occupational Therapists provide specific advice and guidance for specific children.

How will this school support my child's medical needs?

- The school nurse will visit the school to provide advice and deliver any necessary training.
- Staff will be trained to deliver any on-going or life threatening medication as directed by the parents and the school nurse.
- There are staff within the school who have current first aid qualifications.

Will my child be able to attend any clubs/ activities and school educational visits?

- This school is an inclusive school and all children are welcome to attend any clubs or activities held on school premises.
- Educational visits are properly planned. Risk assessments and procedures are put into place to enable all children to participate.
- Transport, which has disabled access, can be arranged if required.

How will we support your child when they are leaving this school or moving on to another class?

We recognise that moving on can be difficult for all children, but especially for a child with SEN and/ or disabilities and we take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school we will contact the new school's SENCo and ensure they know about any special arrangements or support that need to be made for your child.
- The new school's SENCo will be invited to the Summer Term One Plan Meeting.
- We will make sure all records are passed on as soon as possible.

When moving classes within the school, information will be passed on to the new teacher in advance. If your child has significant issues then a meeting will be arranged with the new class teacher so that they are well prepared to meet your child's needs.

We hope this information has answered any queries you may have regarding SEN provision at this school but please do not hesitate to contact the school if you have further questions.