



**“Always try your best to be your best”.**

## **School Offer**

### **What is a special need?**

Children have special educational needs if they have “...a learning difficulty or disability which calls for special educational provision to be made for them’ (Education Act, 2014).

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age OR
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if they fall within the two definitions above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

### **What is a disability?**

The equality Act of 2010 states that a person has a disability if they have a physical or mental impairment and this in turn has an effect on their ability to carry out normal day to day activities. This includes learning difficulties, specific learning difficulties, medical conditions including epilepsy, diabetes, asthma, eczema, autism, speech and language and communication impairments.

### **What are the broad areas of SEND?**

#### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. This includes children with Autistic spectrum disorder.

#### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties. These include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### Sensory and/or physical needs

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### What do parents need to know?

Lacewood Primary Schools Special Educational Needs and/or Disabilities (SEND) Policy reflects the fundamental principles of the SEN Code of Practice (DfES, 2001) and all current legislation and governmental policy, including the Special Educational Needs and Disability Act 2001 (HMSO, 2001) and the Special Educational Needs (Information) Act 2008 (HMSO, 2008).

The new SEN code of Practice was finalised on the 10th. June 2014 and the main changes from the Code of Practice of 2001 which reflect the changes introduced by the Children and Families Act 2014 are:

- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels
- There is a stronger focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus)
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood
- Information is provided on relevant duties under the Equality Act 2010
- Information is provided on relevant provisions of the Mental Capacity Act 2005

The guiding principle informing this policy is ensuring that children and young people with SEND and disabilities (SEND) are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel valued members of the school community.

Please see the school S.E.N.D. Policy which refers to other related policies

Also see- 'Lacewood Primary School Inclusion Policy' and 'Lacewood Primary School Single Equality Scheme' which includes our Disability Equality Scheme.

### **What is the role of the Local Authority?**

The Local Authority must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.

The Local Authority has overarching responsibility for any pupil with an Education, Health and Care plan. Pupils with an Education, Health and care plan are reviewed annually by the LA in partnership with school, parents, the pupil and other agencies. If necessary a member of the Assessment and Review Team will attend an annual review at the request of the school or parents.

### **What is the role of the Governing Body?**

The Governing Body of Lacewood Primary School must ensure that the school has its own policy in relation to Special Educational Needs. Governors also oversee changes to policy which would be reported to parents. The Governing Body must also ensure that the school has a 'Single Equality Scheme'.

Governors at Lacewood Primary School ensure that the graduated response to identification and provision, identified within the 'Special Educational Needs Code of Practice' (DFES, 2014), is followed. The Governing Body must ensure that provision for pupils with an education, health and care plan is delivered and monitored demonstrating the progress of pupils with SEND in school. Governors will also monitor the use of SEND delegated funding - in line with other financial monitoring; to ensure cost effectiveness and quality assurance.

The SEND link governor, Mrs. L. Hicks, liaises regularly with the SEND co-ordinator, Mrs Stratton, to ensure, as a school, we are providing the best that we can for pupils with SEND.

### **What is the role of the Special needs co-ordinator?**

Our very own SEND co-ordinator, Mrs Stratton, liaises with parents, pupils, the local authority, external agencies and the governing body to ensure that the 'Special Educational Needs Code of Practice' (DFES, 2014) is translated into daily practice through the implementation of LA and school policy. The SENDCo is responsible for ensuring that long term strategic aims are met within the broad provision for pupils with special educational needs. She is also responsible for ensuring that individual needs are catered for through support plans and provision maps. The SENDCo maintains a register of pupils with identified special educational needs. She initiates meetings and oversees the planning, delivery and monitoring of support plans to ensure external guidance is implemented in a timely fashion. Mrs Stratton also tracks the progress of SEND pupils to see that they are making progress, despite difficulties, in liaison with staff and other professionals. She aims to reduce barriers to learning using enabling strategies, tools and resources which are implemented through quality first teaching, group intervention or through specialist programmes recommended/delivered by external agencies and our own school staff. Mrs Stratton also ensures that parents are:

- Involved in supporting their child's learning.
- Kept informed about the support their child is getting.
- Involved in reviewing how they are doing.
- Parents are invited to contact Mrs Stratton by telephone or via the school office. She will be happy to see parents at the time, where possible, or will make an appointment to meet at a mutually convenient time.

### **What is the role of the class teacher?**

Each class teacher is responsible for:

- Checking on the progress of every child in their class and identifying, planning and delivering any additional help a child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
- Writing a support plan and sharing and reviewing these with parents on a termly basis and planning for the next term.
- Ensuring that all staff working with individuals and groups of children in school are able to deliver the planned work/programme, so each child can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

### **What is the role of the Head teacher?**

Mrs Stratton is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Mrs Stratton gives some responsibility to the SENCO Assistant and the class teachers but is still responsible for ensuring that all children's needs are met.
- Ensuring the Governing Body is kept up to date about any issues in school relating to SEND.

### **Who can I talk to about my child's difficulties in school?**

Class teacher

Head Teacher/SENDco - Mrs J Stratton

Behaviour Support Worker/SENCO Assistant – Mrs K Anson

SEND Governor - Mrs L Hicks

### **What is available for all pupils at Lacewood?**

#### **Wave 1 Teaching**

At Lacewood Primary School, provision for all pupils is delivered according to a level of need. All pupils have access to 'Quality First Teaching'. Learners are all included in high quality teaching and learning which is differentiated in class to meet wide ranging needs. This differentiation can involve diverse techniques; different expected outcomes or ways of recording or accessing information; multi-sensory approaches; etc.

Pupils with S.E.N.D. have a right to and do access quality first teaching. Some examples used in quality first teaching are:-

- Prompt cards-keeping a child on task with visual reminders
- Timers-to keep the time allowed for a task visible to a learner
- Alternative recording tools
- Processing/Thinking Time-talk partners; adult to provide reminders
- Making abstract concepts more real-models/images to represent calculations
- Work Station-to minimise distraction where concentration can be a problem for a pupil
- 'Fidget' tools/stress balls etc.-where a child has difficulty sitting still-these provide an outlet for stress
- Breaks-some children learn better when they can leave the environment for a five minute break-quiet time/activity time
- A one to one Teaching Assistant-to support the child in class
- Thrive activities – depending on need.

## **Wave 2 - Interventions**

Some children require additional interventions to help them to meet expected targets. These may be incorporated into whole class lessons or may require group withdrawal. Often these interventions are around a pre-set programme of work designed to meet maths/literacy targets. Sometimes, however, they may be around developing general learning strategies and skills which can be applied across the curriculum. Many of the same strategies/tools used in the list above are still utilised in these 'catch up' interventions.

## **Wave 3 – External support**

Where children are accessing external support from one or multiple agencies they will receive a highly personalised programme fully incorporating and detailing all external advice. This will often mean they access one to one support or are withdrawn from class to access particular provisions. Particular tools and methods are recommended and school staff, with guidance, implement this advice and track the impact of this in reducing/removing barriers for the child. Sometimes this sort of provision is implemented through a multi-agency approach. The external support can come from;

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Communication and interaction Team – part of the BESST team
- Learning and cognition Team - part of the BESST team
- Visually Impaired Team - part of the BESST team
- Hearing Impaired Team - part of the BESST team
- Portage
- School Nurse
- Child and Adolescent Mental Health Services
- Autistic Spectrum Disorder Team

## **What interventions are available at Lacewood Primary School?**

Lacewood Primary School offers a range of provision to support all children including those with SEND.

- The Thrive approach to teach strategies to enhance self-esteem, confidence and support making and building relationships with others.
- Speech and Language programmes.
- Intervention programmes to support and develop writing, reading, spelling and maths skills.
- Provision to facilitate access to the curriculum.
- Dyslexia identification
- Irlens identification

## **How will my child's learning needs be assessed and their progress monitored?**

- Targets set from assessments undertaken
- Reviewed termly through Pupil Progress meetings
- Provision Map identifying intervention required
- Intervention reviewed
- Support Plan if intervention is not effective

- Reviewed – if still no progress
- Single Conversation Meeting with Educational Psychologist and BESST team
- Specialised advice – monitored – if lack of progress
- Statutory Assessment process (September 2014 – Education, Health and Care Plans)

### **What extra-curricular activities can my child take part in?**

#### **Building Accessibility**

The building is accessible to children with a physical disability. We ensure that equipment used is accessible to all children regardless of their needs. After school provision is accessible to all children including those with SEND. Extra curricular activities are accessible for children with SEND.

At Lacewood we currently provide:

- Breakfast Club
- Freddie Fit Games
- Dodge Ball
- Energy Club
- Multi-Skills
- ICT
- Football
- Hobbies Club
- Fit Club Challenge
- Eco Club
- Arts and Crafts
- Young Voices Choir

These are subject to change. Please keep checking the website for details.

### **How Lacewood will support your child when moving class or school?**

At Lacewood Primary School we recognise how important it is to ensure that, at times of change, children receive the right amount of support and encouragement to make these potentially stressful events as smooth and non-threatening as possible! Change is hard for any child, but for children with special educational needs it can be very frightening.

When children leave EYFS to go to Key Stage 1, they leave the security of a play based environment, in which they are nurtured and supported in all aspects of their development. Some children find the change of room and routine very worrying, so staff make every effort to ensure children with identified needs are supported via the following:-

- A support plan, which is written by the EYFS teacher, to be carried forward into the next phase for continuity-this may incorporate a particular style of visual timetable; prompt cards; particular actions to be carried out in response to particular triggers.
- Where a pupil is funded additionally, a member of staff employed to assist this child will usually move up into the next class with the child (if a child requires full time assistance this is carried out by 2 members of staff to enable a child to not become too attached to a member of staff and to ensure children have access to familiar adults in case of sickness or other absence).
- Review meetings before and during early transition involving the parent/carer, pupil and other professionals where deemed appropriate
- A curriculum/environment which in part mirrors the EYFS setting for continuity
- Handover meetings between staff, involving parents where necessary
- Transfer of 'The Learning Journey' and EYFS assessment record for continuity and knowledge building.

## **KS1 to KS2 transition follows the same principles as above.**

### **KS2-KS3**

When children are preparing to leave the security of Lacewood Primary School, we recognise that some may find the prospect of secondary school a daunting one. This can be amplified further for a child with special educational needs.

During the Autumn Term, a child with an Education, Health and Care plan would have an annual review of their special needs and the provision outlined in their support plan. As well as parents, the pupil and other professionals attending the meeting, Mrs Stratton invites a member of the SEND team from the secondary school to attend the meeting. This supports transition planning in that all partners are aware of the child's difficulties and can take note of the elements of provision which have been successful in helping the pupil to make progress.

During the review meeting, a transition plan is created to meet the expectations and hopes of all participants. This usually consists of additional visits to the new setting. It often also consists of tours/visits for parents for information exchange purposes. Often these meetings are arranged between the secondary school and parents without the involvement of the primary school. Where children do not have a statutory assessment but may be considered as vulnerable the above additional visits are also accessed.

### **Transition to a specialist provision**

Sometimes pupils, at Lacewood Primary School, transfer to a specialist secondary provision. When this becomes an option, parents and the pupil are usually invited to the specialist provision for a tour and to meet with staff. They are then able to make an informed choice as to whether this would be right for them. If this is agreed, further visits, often with a member of staff from the school are arranged.

### **How do we already involve parents/carers and pupils in S.E.N.D. at Lacewood Primary School?**

Parents are key in providing information about their children. When children are about to start nursery, our EYFS leader alongside our FS1 teacher hold a preliminary meeting which allows parents/carers to ask about our provision, but most importantly, to inform us of their child's areas of strength or of any concerns/early interventions which may indicate special educational needs. The more information shared, the more successful we are at initiating early interventions in a co-ordinated way to meet a child's needs once in our setting.

Review meetings are held for all pupils with S.E.N.D., usually termly. If pupils are only provided for with 'in-school' support', these meetings are generally between the class teacher and parents on parents' evenings. The S.E.N.D.Co will support the class teacher and advise where necessary. Where a child is accessing provision from external agencies and school or with an education, health and care plan, they will have regular reviews-usually termly to allow all partners, especially parents, to share ideas, concerns and come up with a solutions based approach to addressing the child's needs. Where a child has very specific needs, the parent and child will often work with the class teacher and S.E.N.D.Co. prior to these meetings to gather an holistic view of the child down to the finest detail e.g. textures/colours/music that may trigger distress/offer comfort. Information is gathered and is used to inform the support plan. We appreciate that parents know their children and are the best source of evidence, in conjunction with that provided by the child him/herself (where appropriate).

Support plans are shared with parents and they contribute to the review process, as do pupils. Pupils are regularly asked how they feel they are doing.

We gather parental/pupil feedback in questionnaires at Lacewood Primary School around interventions we provide.