



# School Information Report SEN

# SENCO

My name is Alison Dolphin and I am the SENCO for Lakeside Primary School. I work with children, teachers, parents and outside agencies to ensure our pupils needs are met. SENCO means Special Educational Needs Co-ordinator.



# Open and honest communication

## How to speak to the SENCO if you have a concern

We always encourage you to talk to your child's class teacher in the first instance, but you can also:

- Find me outside on the school path, before or after school.
- Make an appointment to see me or ask if I can telephone you.
- Tel. 01827 213990.
- You can also email me on [alison.dolphin@lakeside.staffs.sch.uk](mailto:alison.dolphin@lakeside.staffs.sch.uk)
- We can hold meetings with parents during the school day so that you can find out how your child is doing in school.

# Open and honest communication

We will make all the information we need to share with you clear and easy to understand. To read our SEN Policy, see our school website. This policy explains how we identify and assess children who we think might have special educational needs. If you prefer information on paper, please ask for a copy. Our governing body has a governor who is responsible for special educational needs. Her name is Claire Kennedy.

# Open and honest communication

**Our school supports all SEN pupils, in the following areas of need:**

Communication and Interaction                      Cognition and Learning  
Social, Emotional and Mental Health Difficulties  
Sensory and/or Physical Needs

**We work with a range of agencies to help identify specific needs. These include:**

Learning Support                      Behaviour Support  
Educational Psychologist                      Autism Outreach Team  
CAMHS (Child and Adult Mental Health Service)  
Speech and Language Therapy                      Community Paediatric

# Open and honest communication

The SENCO will make sure that all appropriate school staff are aware of your child's additional needs. If your child has been identified as having additional needs, relevant SMART (Small, Measurable, Achievable, targets will be put in place. These SMART targets are small steps in learning. They will be personal to each child on the SEN Register.

# Open and honest communication

You will be informed if your child is placed on the SEN Register. SMART targets will be shared with you. We value your support and will provide you with additional resources to enable you to support at home. You will be invited into school each term to discuss progress with the class teacher and you will be able to give your views. Please ask if you would like any help with how to support at home.

# Open and honest communication

## Identification and assessment of Special Educational Needs (SEN)

There are a range of methods used to identify Special Educational Needs which may include the following:

- Staff concern - lack of progress, change in behaviour
- In school data - low test results
- Parental concern
- External agency advice

Our method of assessment will be dependent on the needs of the child. Some children may need an Education, Health Care Plan (EHC). This may be issued by the Local Authority following a detailed assessment.

# Appropriate and effective teaching and learning

All school staff will receive appropriate training so they have the knowledge and confidence to support children's needs. Regular staff meetings are used to ensure staff have up-to-date knowledge to teach children of all abilities. Sometimes training is run by specialists e.g. EpiPen training, Autism Outreach Team. The SENCO is available to support and assist all staff in school with regard to SEN.

# Appropriate and effective teaching and learning

We offer support through a variety of interventions that are matched to your child's needs. For example:

Whole class differentiation

Small group support

Adapted tasks and resources

1:1 Support

The effectiveness of these interventions are rigorously evaluated and reviewed.

Outside agencies or the Educational Psychologist may suggest advice or programmes for school and/or home to follow.

# Appropriate and effective teaching and learning

A range of resources and approaches are used across school to support learning for children operating at different levels.

All SEN learners have access to personalised 'Boom Boxes' or 'Power Packs' - resources to support their learning.

Our working walls have examples of teacher models to support independent learning.

# Appropriate and effective teaching and learning

Personalised resources to support learning.



# Appropriate and effective teaching and learning

Positive Play, Hope and Nurture provide support for those children with social, emotional and mental health difficulties.

We work with Outside Agencies to provide appropriate support for those pupils identified.

# The Rainbow Room



Positive Play, Hope and Nurture provide support for those children with social, emotional and mental health difficulties. We work with Outside Agencies to provide appropriate support for those pupils identified.

# Appropriate and effective teaching and learning

The school will ensure that children with additional needs and their families are able to take part fully in school life.

This may include:

- School trips
- Social events
- Before and after school clubs
- School performances and assemblies

# A partnership approach

The school will try to involve your child in decisions about their learning. Here are some of the things we do to make sure your child is listened to and are involved in decision making.

- Pupil profiles
- Voice on School Council
- Children can speak to any member of staff as well as their class teacher
- Children are involved in target setting
- Pupil conferencing
- Children are involved in reviewing their progress
- Person centred reviews

# A partnership approach

How we support you and your child with transition whilst they are in our care.

If your child has additional needs and is in a pre-school setting, we liaise with the relevant staff to find out as much information as possible about your child's needs. This may include any targets and paperwork or agencies which might have been involved in supporting your child. We may arrange for additional meetings and visits. When your child moves to a new school, we ensure that all information regarding your pupil's special educational needs are passed on to the new SENCO. Extra visits to the school may be arranged and sometimes the new SENCO will come to review meetings held at our school.

# A partnership approach

## Responsibilities of our Governing Body with regards to SEN

Our Governing Body has a duty to ensure that the school adheres to the new Code of Practice under the Children and Families Act 2014, and also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who have SEN. One of the key responsibilities of our Governing Body is to make sure that the school's policy for children with disability and Special Educational Needs (SEN) is published on the school website. The information on the school website must be reviewed annually by the Governing Body.