

Lancaster Road



Primary School

Special Educational Needs Policy

Julie Maxfield
Updated July 2015

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1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25, 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with Medical Conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Safeguarding Policy -December 2014
- Accessibility Plan – July 2015
- Teachers Standards 2012

This policy was written by the school's SENCo in conjunction with the SEND Governor, the Senior Leadership team, staff and parents of pupils with SEND through discussion and views sought in SEND drop in meetings.

2. Mission Statement and School Information

Our mission is to work together to provide a safe, caring environment which promotes excellence, encourages respect and ensures achievement, enabling each child to develop and progress with confidence.

The current SENCo for our school is Mrs Julie Maxfield who holds a Bachelor of Education Degree and NASENCo Award in line with the guidance in the SEND Code of Practice. Julie is also the Pastoral Team Leader, a member of the Senior Leadership Team and a Designated Senior Leader within the school and can be contacted through the school office on 01524 410914. Julie is responsible for all aspects of SEND as specified on the job description for this post and manages the Pastoral Team including the assistant SENCo, Mrs Stephanie Riches, Learning Mentor, Andrea Lawton and Pupil Support Worker, Miss Sarah Forbes, Family Engagement and Support worker Amanda Coates as well as Teaching and Support Assistants working in school.

At Lancaster Road Primary School we believe all children have skills, talents and abilities and as a school, we have the responsibility to develop these to the full. In accordance with the SEND Code of Practice 0 – 25 (2014), every teacher is a teacher of every child or young person, including those with SEND. The SENCo and Pastoral Team are available to work with staff and parents at school to enhance the learning opportunities and outcomes for children.

This policy is on the School's website and printed copies are available on request from the school office.

3. Aims and Objectives

The school aims to provide a happy, stimulating and secure environment where each pupil is motivated and given the necessary support to realise their full potential. We aim to raise the aspirations and expectations for all pupils with SEND. We wish to support children to become independent learners enabling them to move on towards an independent life in the future and to work towards this we focus on outcomes for children and young people and not just the hours of provision or support.

We believe that:

- All children are entitled to a relevant and worthwhile education, designed to enable individual pupils to participate fully in society and to contribute to and benefit from it;

- All pupils should have equal access to a broad and balanced curriculum, irrespective of their ability;
- Pupils who have special educational needs should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access technologies, including skilled staff, specialist equipment and resources;
- Pupils who have special educational needs should feel equal to their peers and be acknowledged by their peers, as being equal.

Objectives:-

- To identify and provide for pupils who have special educational needs including maintaining records of actions taken and monitoring progress;
- To work within the guidance provided in the SEND Code of Practice 2014;
- To provide a Special Educational Needs Coordinator (SENCo) who will work to implement the SEND Policy;
- To provide support and advice for all staff and families working with special educational needs children including effective communication with all involved;
- To enable each child to have access to broad and balanced curriculum matched to their needs and promoting high standards of personal achievement;
- To create an environment where all individuals are valued, have respect for one another and grow in self-esteem;
- To make effective use of teaching and non teaching staff and ensure they are all involved in the planning and meeting learning objectives of individuals with SEND;
- To ensure there is effective liaison between staff and other professionals including raising awareness to the resources and support available both within school and in the community to meet the needs of the pupils;
- To ensure information is shared to support smooth transitions at key transfer times with other educational establishments.

4. Identifying and Assessment of Special Educational Needs

The Code of Practice 2014 states that:-

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.” (Section 6.36)

At Lancaster Road School high quality, differentiated teaching is the first step in supporting pupils who have or may have SEN. For pupils who do not make adequate progress following good quality teaching the importance of early identification of a child’s special educational needs is recognised by all staff. The quality of teaching for all pupils is reviewed regularly and carefully by the Head and Deputy Head. This includes looking at differentiation and identifying those at risk of underachievement along with those who have SEN.

The purpose of identification is to enable staff to plan on how best to support the child. At this stage the SENCo would work with the class teacher and collect information from pupils, parents, previous settings, teachers, observations and formal assessments. This information is recorded on a cause for concern sheet, which is kept by the SENCo. These discussions will focus on the pupil’s areas of strength and difficulties, identify the next steps where appropriate and share with parents the local authority’s information, advice and support service. This may lead to Wave 2 intervention if needs are identified. (See Appendix 1 for Interventions available at Lancaster Road). Many children who are identified in this way will not move to SEN provision if their needs are met and progress is made at this stage. Concerns about a child’s progress may be raised by school or by a parent.

The Code of Practice 2014 states that:-

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

It is important to acknowledge that many issues which are not SEND but may impact on progress and attainment. These include:-

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN);
- Attendance and Punctuality;
- Health and Welfare;
- English as an additional language;
- Being in receipt of Pupil Premium Grant;
- Being a Looked After Child;
- Being a child of a Serviceman/woman.

The Code of Practice 2014 describes four broad categories of need which give an overview of the range of needs that are planned for. We consider the needs of the whole child and not just the SEN of the child or young person.

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health;
- Sensory and/or physical needs.

5. A Graduated Approach to SEN Support

At Lancaster Road School pupils will be identified who are making less than expected progress taking into account their age and individual circumstances. If a pupil’s progress is significantly slower than that of their peers when starting at the same baseline, fails to match or better the child’s previous rate of progress, fails to close the attainment gap between themselves and their peers or widens the attainment gap then further investigations will take place with the child, parents, teacher and SENCo.

Generally children will work alongside their peers and work is differentiated according to their needs. For some children SEN may be identified at an early age, for others they may emerge as they develop. Both children’s short term and long term needs will be identified and appropriate interventions will be put in place. When needs have been identified Wave 2 group interventions will take place if appropriate. Parents will be informed if their child is having any Wave 2 interventions. (See appendix ii). Positive reinforcement is used at all times to enhance the self-esteem of children with SEND.

Assess, Plan, Do and Review

If a child’s difficulties continue and they fail to make adequate progress despite high quality teaching and Wave 2 interventions further support will be considered by the SENCo and class teacher in discussion with the child and parents. At this point children may be added to the SEND register as receiving SEN support and the process of assess, plan, do, review will begin. The SEND team will begin by using in house assessments with an aim to identifying areas of strengths and weaknesses. This information will be put together with class assessments, parents and pupil views to give a complete picture of the child and their learning style. A Pupil Passport will be created and key information to be shared with the class team along with a Learning Support Plan, (LSP), which will identify specific targets to be achieved in a given time scale. The exact time scales for the process of

assess, plan, do and review will depend on individual pupils' circumstances and needs, however, LSP's will be reviewed a minimum of termly.

All classes have the support of a teaching assistant (TA) each morning and this assistant may be involved in delivering work towards the targets on the LSP. In addition to the class TA each morning, other support staff are allocated to classes dependent on needs of the children. These TA's will deliver intervention groups for Wave 2 support or individual support to work on LSP targets for those who need it.

Information used to define adequate progress will be ongoing assessments and observations, National Curriculum age related expectations, standardised assessments (e.g. Salford Reading Test) and class progress assessments and little or no progress being made in targeted areas.

Other areas of difficulties may include:-

- communicating with others, (speech, language or communication issues);
- social interaction;
- specific learning difficulties in one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia;
- persistent social or emotional issues which may manifest as displaying withdrawn, isolated, challenging, disturbing or disruptive behaviours;
- those with sensory and/or physical needs such as hearing or vision impairments.

At any time a Common Assessment Framework (CAF) may be completed to enable school to offer full support to a child or family who have unmet needs identified to ensure all agencies work together to support the family. If this is initiated then Team Around the Family, (TAF), meetings will be held at least termly to review progress until all identified needs for both the child and the family are being adequately met.

Every pupil with SEND in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the wellbeing of all pupils in relation to; being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving social and economic wellbeing.

These wellbeing outcomes are embraced in every aspect of school life through personalised teaching approaches, access to IT across the curriculum, after school clubs, support for emotional wellbeing, assessment for learning in which children have a say about their progress and through SEND provision. We also have strong links with parents/carers, other schools, health care professionals and social services.

6. Managing Pupil's Needs on the SEND Register

The SENCo is responsible for keeping the SEND register up to date on a termly basis. Pupils placed on the SEND register will be reviewed at least once a term. For some children extra advice and support may be sought from other professionals to ensure targets are appropriate and interventions are as effective as possible. Class teachers are responsible for writing the LSP with the SENCo available for advice and suggestions. The SENCo is responsible for ensuring the LSP's are in place and relevant to the needs of the child.

If a child continues to encounter difficulties in any areas of learning, including socially, then further advice will be sought from external specialists. At Lancaster Road School we work closely with Specialist Teachers, Acorn Psychology, Speech and Language Therapists, School Nurse along with other medical professionals to enable us to support our children as fully as possible.

Education Health and Care Plan/Statements of Educational Need

If, after having additional SEND support for a continued length of time, a child is still struggling to make adequate progress then an Educational Psychologist may be requested for further advice or assessments. Parents will be fully involved in this decision. Some children with long term SEND may need an Education, Health and Care (EHC) plan to identify all needs and enable the child to achieve their educational potential. A request would be made through Lancaster Road School to the Local Authority for them to consider a EHC plan for a child with long term additional needs. (See Local Authority Offer) This only applies to a small number of cases as most SEND needs will be met through the school's delegated budget. If an EHC plan is issued by the local authority the SENCo will ensure any extra support or specialist services needed will be provided as a result of securing High Needs block funding. Parents and children are kept informed at each stage. If a child is issued with an Educational Health and Care Plan or has a Statement of Educational Need then an Annual Review is held, (6 monthly if a child is under 5 years old), to which all interested parties are invited to contribute their views in line with LEA requirements.

Local Offer

The school's Local Offer gives details of what Lancaster Road School is able to provide for children with SEND. This includes ensuring children with SEND can access all aspects of school life including after school clubs, trips and residential visits. This can be found on the school website (SEN Local Offer) or a copy can be obtained from the school office.

Criteria for Exiting the SEND Register

When a child shows they are beginning to make adequate progress this is monitored for a further period of one term before they are removed from the SEND register.

7. Monitoring and Evaluating SEND

At Lancaster Road all pupils are assessed termly. These assessments form the basis of pupil progress meetings between staff. Children accessing wave 2 or 3 interventions are monitored at the end of each period of intervention – usually each term. Progress made towards the targets will then be used to inform the next targets. Parents and carers views will be sought at each evaluation. Evaluation and monitoring arrangements promote an active process of continuous review and improvement of provision for all pupils with SEND. Those children with a Statement of SEN or an EHC plan will have an annual review held in addition to the termly reviews in line with Code of Practice (2014).

8. Supporting Pupils and Families

The local authority provides an offer to parents and families of those with SEND and this can be found <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx> . In line with statutory requirements the school produces a SEN Information Report which can be found on the school website.

Admissions to Lancaster Road Primary School are in accordance with the admissions policy of Lancashire County Council which can be found through this link - <http://www.lancashire.gov.uk/council/strategies-policies-plans/children,-education-and-families/school-admissions/determined-admission-policies-2016-17.aspx>

Lancaster Road Primary School aims to work in partnership with parents and carers. We do so by:

- operating an 'open door' policy where parents can call in or make an appointment to speak to members of staff when they have worries or concerns;
- keeping parents and carers informed at all stages of the school's SEND procedures and giving support during assessment and any related decision making process about SEND provision;

- the SENCo is available to discuss any concerns or share information and appointments can be made through the school office;
- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education including supporting homework tasks;
- attending parents evenings twice each year;
- making parents and carers feel welcome;
- completing questionnaires asking their views;
- providing information in an accessible way;
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- discuss with parents and carers ways in which they can help their child and agreeing targets;
- making parents and carers aware of the Parent Partnership services.

At Lancaster Road Primary School we have a Pastoral Support Team including a Family Engagement and Support Worker who are able to work with families to offer advice or signpost to other agencies if appropriate.

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve pupils by encouraging them to:

- state their views about their education and learning;
- identify their own strengths and needs;
- share in their target setting.

In addition pupils who are identified as having SEND are invited to participate in:

- annual reviews;
- learning support plan reviews of individual targets;
- work with pastoral team including Learning Mentor and Pupil Support Worker.

Any pupils needing access arrangements for formal assessments including SATs will be assessed by the SEND team and appropriate actions will be taken to ensure all pupils are able to achieve their potential. Parents will be kept fully informed during this process.

Some pupils will need transition plans to enable them to have a smooth transition between classes, key stages or to other schools. These will be planned on an individual basis with the help of the Pastoral Support team. This includes transition to local high schools when extra visits may take place if needed.

Links with outside agencies

- When a pupil transfers to another school, transfer documents, including full records of their SEND will be sent to the receiving school
- The Reception class teachers visit local nurseries and playgroups and any SEND concerns expressed are reported to the SENCo and Head Teacher as well as being discussed with the parents
- The SENCo will liaise with the SENCo from Lancaster Road Nursery (Main feeder Nursery)
- On transfer to secondary school the SENCo, Year 6 teacher and/or the Head Teacher will meet with the secondary school SENCo. SEND records and the needs of individual pupils will be discussed at this time.
- The school nurse or doctor is usually the first point of contact if a medical problem is suspected. The child may then be referred for assessment through his/her GP or through the school nurse. The child's parents are consulted at all stages.
- The Attendance Support Officer visits the school on a regular basis and any attendance concerns are discussed with the Pastoral Support Team with referrals to appropriate agencies being made when necessary.
- If a teacher is concerned about the welfare of a child she/he should first consult the SENCo or Designated Senior Leader.

9. Supporting Pupils at School with Medical Conditions

Lancaster Road Primary School recognises that pupils at school with medical conditions should be fully supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have SEN and may have a statement of SEN or a EHC plan which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2014) is followed. Pupils may have short term medical needs, such as accessing a course of medication, or have long term needs which may impact on their access to education and such pupils may need extra support or care.

For a few pupils with medical needs a personal care plan may be needed to deal with children's individual personal care needs. A copy of the personal care policy is available on the school's website.

Mrs K Gardner is the member of staff with responsibility for the writing the policy and care plans for those with medical conditions. The policy can be found on the School website. For those pupils needing medicines administering during the school day parents are requested to complete a form available from the school office or from the website giving permission for school to administer them. The teacher, teaching assistant or member of the office staff are able to give medications according to the instructions on the sheet completed by parents. Prescription medication will only be given in line with the dosage on the medication. **Staff will only administer medication after a form has been completed and signed by a parent or carer.**

10. Training and Resources

Training

The governors ensure they are kept fully aware of their statutory duties by receiving updates from the Head Teacher and the SENCo through the named governor.

The SENCo and the SEND team keep up to date through attending local authority SENCo meetings, training, cluster meetings and reading up to date information.

Teachers and support staff are kept up to date through in house training, staff meetings, specialist providers and access to specific training courses provided by other agencies. In order to maintain and develop the quality of teaching and provision to respond to the strengths, needs and inclusion of all pupils all staff are encouraged to undertake training and development.

All teachers undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice.

Advice is also received on a regular basis from Educational Psychologists, specialist teachers, speech and language, occupational and physio therapists who come into school to support the staff and pupils. Areas for whole staff training is identified through the self evaluation process and is planned for on the School Development Plan.

Resources

The Governors, Head Teacher and SENCo work together to ensure the efficient use of the SEND budget and allocation of resources.

a. Staffing

The Governing Body ensure that the SEND of pupils are met by employing a SENCo. The school recognises its statutory responsibilities to meet the needs of the pupils with a Statement of Educational Needs or a EHC plan and aims to meet these in ways to ensure both inclusion and progression for the individuals. The Governors, Head Teacher and SENCo ensure teaching assistants are employed in order to support the learning needs of the children and are allocated to classes according to the needs of the children within each class. This allocation is identified on the

school's provision map. The provision map will be reviewed at least annually in the Summer term to ensure appropriate provision is available to those who need it at the start of each academic year. At Lancaster Road Primary School use is also made of specialist teachers from Inclusion and Disability Support Service (IDSS) and other sources. When appropriate the SENCo can make a request to a local authority panel to request Educational Psychology support. In addition to this school purchases extra EP support from a private service that visits school on a regular basis to support the SENCo to provide early identification and support for pupils with SEND.

b. Finance

The governors ensure that money is available to develop resources in all curriculum areas. A budget is held by the SENCo to ensure resources are available to meet the needs of children with SEND. For some children computing equipment or other items of technology may be relevant to support their educational needs and these will be sourced through the SEND budget.

The money is allocated to meet the cost of:

- Additional responsibility point for the SENCo
- Provision of an Assistant SENCo
- Provision of a Pastoral support team to aim to reduce barriers to learning – including a Learning Mentor, Pupil Support Worker and a Family Engagement and Support worker
- Staff release time to support children, staff and liaise with external agencies
- TA provision to support children with a statement or an EHC plan
- TA provision to support SEN work in classrooms
- Specialist support if appropriate
- Curriculum resources to meet SEN

11. Roles and Responsibilities

The Governing Body

The SEND Governor, Mr R Morrison, will support the school by ensuring that the Governing Body fulfil their statutory obligations by reporting to the Curriculum Committee with regard to SEND issues. The SENCo will meet termly with the SEND Governor to discuss current and ongoing issues in SEND.

The Governors have appointed the Head teacher as the school's 'responsible person'. The Head Teacher ensures that pupil's special educational needs are made known to all who are likely to teach him/her. The Head Teacher will make sure that teachers in school are aware of the importance of identifying and providing for children who have SEND. The Governors co-operate with the Head Teacher to establish the appropriate staffing and funding arrangements and maintain a general oversight of the schools' work and report annually on this policy to the parents.

The Head Teacher

The Head Teacher has responsibility for the day to day management of all aspects of the schools' work, including provision for children with SEND. The Head Teacher will keep the Governing Body fully informed and work closely with the school's SEN Co-ordinator. The Head Teacher is also Designated Senior Leader for the school and shares responsibility for the children who are looked after by the local authority.

The Special Educational Needs Co-ordinator (SENCo)

The current SENCo is Julie Maxfield and she is responsible for:

All aspects of SEN as specified on the job description for this post and is also a Designated Senior Leader for the school and shares responsibility for the children who are looked after by the local authority.

The Role of Class Teacher and Support Staff

Both the teaching and support assistants have an integral role in the curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation

and assessment of pupils with SEN. They work together with the SENCo to formulate and review IEP's.

Pupil Premium Grant (PPG)

The Headteacher is responsible for the allocation of the Pupil Premium Grant. Information on the impact of the PPG can be found on the website.

Supporting Children with medical needs

Mrs K Gardner is responsible for supporting the needs of children with medical issues in school. Advice may also be sought from the school nurse service if this is appropriate, or other specialists such as the diabetic or asthma nurse.

12. Storing and Managing Information

Lancaster Road Primary School is registered with the Information Commissioner's Office and complies with Data Protection Act 1998. All personal data held complies with the eight enforceable principles of good practice and is -

- fairly and lawfully processed
- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- not kept longer than necessary
- processed in accordance with the data subject's rights
- secure
- not transferred to other countries without adequate protection.

All data and information held for children on the SEN register is kept securely in a locked cupboard within school.

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. Incidents/concerns about children should not be discussed openly. Concerns will need to be passed on from one class teacher to another.

- Staff, governors, adults and parents working in school are made aware of the need for confidentiality.
- Teachers should never promise confidentiality to a child. Staff have a duty to refer on any concerns.
- Children should be told that in certain circumstances, for their own good, information may need to be shared with others, in order for them to be helped.
- Staff with concerns and information about children will need to speak to the Senior Designated Teacher who will refer the matter to Social Services.

13. Reviewing the Policy

The SEND policy will be reviewed annually to enable it to accurately reflect any changes in SEND Code of Practice or current advice.

14. Accessibility, Health and Safety

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LEA's to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Lancaster Road Primary school has an accessibility plan which is updated yearly.

An accessibility toilet is available in the nursery part of the school building. Many parts of the school building are not easily accessible for pupils with certain physical disabilities due to the large number of steps at access points in the school and the sloping nature of the original corridors. The newer sections of the school building are accessible for all pupils and adults. Where necessary hand rails have been added to steps and the school has a programme to remove external steps where practical and install ramps in their place.

Lancaster Road Primary School has Soundfield systems in the hall, 6 fixed systems in classrooms as well as 3 portable ones to support those children who have hearing impairments. All steps are clearly marked with yellow to support those with visual impairments.

When children with identified needs are beginning their education at Lancaster Road an environmental audit is done with staff from IDSS team to highlight any potential areas which can be improved to promote both physical and learning access for all. Advice is sought from specialist teachers to ensure all pupils are able to strive to achieve their potential.

In classrooms children are able to access technology to support their learning if this is appropriate. Some pupils access enlarged print books etc to support their learning and use ipads to allow them to enlarge what is being delivered in the class on the interactive board.

In reception all children begin school on a part time basis. In liaison with the class teacher and SENCo this can be adapted to suit the needs of any children, particularly those with SEND.

Our school believes in equal opportunities for all and we will try to provide facilities for children who wish to attend after school clubs wherever possible. In addition every effort will be made to enable SEND children to take part in educational visits, including residential trips. When any child with SEND is going on any trip or out of school visits risk assessments are carried out and if extra support is required for any individuals then this is put in place by the SENCo and the Head Teacher.

Lancaster Road Primary School has a Health and Safety policy which is regularly reviewed and health and safety issues are the responsibility of all who work in school. Any problems should be reported to the Head teacher, Deputy Head teacher or the School Business Manager. The SENCo is involved in supporting the Deputy Head to complete risk assessments when children with SEND are involved.

15. Dealing with Complaints

Our school brochure outlines our SEND provision and what to do if parents wish to complain. If parents have concerns that the special educational needs of their child are not being met adequately they should, in the first instance, speak to the class teacher.

If the matter is not resolved satisfactorily parents have the recourse to the following:

- Head Teacher
- The Head Teacher may refer the matter to the Area Special Needs Officer.

More serious ongoing concerns should be presented in writing to the Head Teacher who will inform the Chair of the Governors, School Advisor or the LEA SEND Advisor as appropriate.

Disagreement resolution services are for all parents of children and young people with SEND and young people themselves with SEND. Using the service is voluntary and covers SEND provision. Details about arrangements for resolution will be set out in the local authorities Local Offer which can be found on <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>. Further Information for parents can be found at <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

16. Bullying

At Lancaster Road Primary School we feel that all children have a right to feel safe and supported at school to enable them to learn and to achieve their potential. We believe that bullying is anti-social

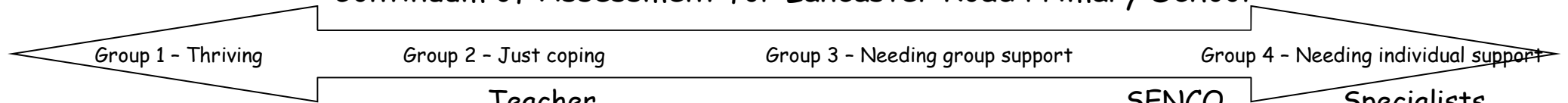
behaviour that affects everyone; it is unacceptable and will not be tolerated. The school has an anti-bullying policy which can be found on the school website.

We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, it will be dealt with promptly and effectively.

17. Appendices

- i) Continuum of Assessment
- ii) Waves of intervention at Lancaster Road Primary School

Continuum of Assessment for Lancaster Road Primary School



Information on all pupils	Broad areas of need from the SEND Code of Practice	Area of assessment	Assessment tools available for teachers	Assessments for use by SENCO or other trained staff	Specialists available for further assessments
Parents' views Child's views Previous teachers' views	Communication and interaction	Receptive Expressive Social/functional	Classroom observation Wellcomm Talk boost Internal Speech and Language assessments	British Picture Vocabulary Scale Communication checklist	Speech and Language team - regular drop in sessions offered Group SaLT sessions Individual referrals
Support staff views Reports from previous school/nursery Development matters Foundation Stage Profile Previous NC levels/progress Phonics screening Behaviour logs/policy	Cognition and learning	Phonics HFW Maths Phonological awareness Processing speed Working memory Attention Listening	End of term assessments Tracker Baseline assessments FSP Emerging, expected or exceeding statements Salford Daniels and Diack School assessment sheets	Wide Range Intelligence Test Wide Range Achievement Test CTOPP (Phonological awareness) Dyslexia screener YARC assessment Young's maths test Mathematics Assessment for Teaching and Learning Speech and language screener 6 - 10 yrs Observation profile	Educational Psychology team Acorn Psychology IDSS Traded team
	Social, emotional and mental health	Social interaction Anger management Friendship issues Self- esteem or awareness	Classroom observations Child views	Boxall profile Strengths and Difficulties questionnaire	Children's Centres for family support and parenting Acorn Psychology
	Sensory and physical needs	Hearing Vision Mobility	Classroom observations Dyspraxia / gross motor checklist		School Health Team IDSS Traded team The Loyne Specialist School Outreach Service

LANCASTER ROAD SCHOOL - Whole School Provision Map

Areas of need	Wave 1 All pupils	Wave 2 Small group interventions	Wave 3 One to one individual support
Cognition and Learning	<p>Whole class differentiation; Consideration of teaching groups Differentiated delivery, e.g. simplified language, slower lesson pace, short and clear instructions; Differentiated by outcome - recording by illustrations, use of technology, mind maps, notes etc; Visual timetables; Access to TA support; Access to technology; Awareness of additional needs; Alternative versions of activities; Modelling outcomes; Scaffolding work such as using writing frames; Work towards developing independence; Daily phonics for KS1; Targeted daily readers for some pupils.</p>	<p>In class support from TA; Target groups delivered during afternoon sessions include:-</p> <ul style="list-style-type: none"> • Focus in understanding text • Phonics • Memory work • Listening skills • Number bonds • Supporting number skills at various levels • Grammar, punctuation and spelling • Rapid Writing • Rapid Reading • Rapid Maths • Year 6 booster groups in Reading, Writing and Maths • Minute a day maths • Minute a day phonics • The Teodorescu Perceptuo-Motor Programme • Spelling Made Easy programme • Target Maths (Year 6) • Target English (Year 6) 	<p>Better Reading Partners Reading Recovery Toe by toe Power of 2 Word Wasp Beat dyslexia ICT programmes such as Lexia, Nessy, Dyslexia Quest, RM easimaths Individual numeracy support 5 minute box for English 5 minute box for maths Precision teaching Access to specialist teacher Access to Educational Psychologist Access to therapeutic approaches from an Assistant Educational Psychologist Individual access arrangements for SATs Additional planning arrangements for transition</p>
Communication and Interaction	<p>Whole class differentiation - planning, delivery, activities and outcomes Clear instructions given Visual prompts, timetables, symbols Increased visual aids to support learning Structured routines in school and class Use of IT Practical apparatus when needed Training on language development Consideration of teaching groups Some Makaton and BSL used when appropriate</p>	<p>In class support with focus on speech and language Speech and Language work Wellcomm language programme Talk boost Elklan Social skills groups Listening skills Time to Talk Friendship groups Empathy and social situations work Auditory processing groups</p>	<p>Speech and language therapy targets and sessions in school Makaton BSL Social stories Socially speaking Individual visual timetables 1 to 1 support in class Pre-teaching of vocabulary Vocabulary book Additional transition arrangements when moving to other schools</p>

<p>Social, Emotional and Mental Health</p>	<p>Whole school behaviour policy with graduated response Good to be green scheme Traffic light system in all classes Flexible teaching arrangements PSHE curriculum Circle time Values education Behaviour linked to curriculum Access to learning mentor Access to pupil support worker Access to family engagement worker Wobble cushions Nurture approaches in classes Involvement of parents and community Reward systems Reward points in Years 5 and 6 Sensory box of activities Fidget box Access to individual workstations</p>	<p>Pastoral Support Mentoring sessions Anger management resources Behaviour programmes Social interaction group Self esteem groups Friendship groups Emotional intelligence groups Feelings groups Extra support over lunch times</p>	<p>Individual behaviour programmes Personalised reward system Individual pastoral care plan Individual family support Boxall profiles Socially speaking Bereavement support Access to time out when needed 1 to 1 support in class 1 to 1 support on programmes Anger management resources Social Stories Support and provision over lunch time Home school communication books Additional planning arrangements for SATS and transition</p>
<p>Physical and Sensory</p>	<p>Flexible teaching arrangements Differentiated planning and expectations for PE according to pupils needs and care plans Adjustments to classroom environments Soundfield systems in classrooms Availability of different resources such as access to raised writing boards, specific pencil or pen shapes, variety of pencil grips, coloured overlays, different colours of paper used Staff awareness of physical and sensory impairment</p>	<p>Gross motor groups 10 minutes a day programme (gross motor) Multi-Sensory Activities for Improving Fine Motor skills Visual perception activities Brain gym exercises Auditory processing group BEAM programme The Teodorescu Perceptuo-Motor Programme BEAM programme Yoga group</p>	<p>Individual support in class to ensure full access to curriculum 1 to 1 TA support Support in PE and Games Provision of specialist equipment Specialist teacher support for physical and sensory issues Individual care plans Implementation of programmes from OT and Physio when appropriate Referrals to school health service</p>

Environmental Factors:-

Lancaster Road Primary School is a large school which is 2 form entry from Years 1 - 6 and 3 form entry in Reception.

Teaching groups are organised in to classes of 30 mixed ability children on intake at Reception and usually stay in the same group all through school.

Most of the building was built in 1932 and has steps to many classrooms and toilet areas.

The main corridors are sloping. The newer additions to the school building are all on one level with no steps.

School has a disabled change facility and toilet available in the Nursery Department.

There are several smaller playgrounds and a large playing field.

Hand rails are added to the building when necessary.

Many classrooms have access to a Soundfield system, some of which are mobile. There is also a Soundfield system in the hall.

Outside Agencies:-

Lancaster Road Primary School currently work with a wide range of outside agencies to support the children's education.

These currently include:-

Speech and Language Therapists;

Specialist Teachers;

Acorn Psychology;

School nurse service and other medical professionals.

Staff Training:-

Staff training needs are identified on the School Improvement Plan. Whole staff training is done each year with regard to Safeguarding and SEND updates.

In addition to this we have recently delivered whole school training on Behaviour to develop the new behaviour policy which was implemented in 2014.

Teaching assistants access training in school by school staff or visiting teachers to develop their skills in relation to their roles in school. These courses occur each term, or as the need arises according to analysis of current skills and training requirements which takes place as part of the appraisal cycle for support staff.