



Lancaster Road Primary School and Nursery

Lancaster Road, Morecambe, LA4 5TH

Tel: School 01524 410914 Nursery 01524 401271

www.lancsroad.lancs.sch.uk

Headteacher : Mr Paul Gabriel head@lancsroad.lancs.sch.uk



SEN Information Report

Children and Families Bill 2014 The Children and Families Bill underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs. The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Part of the SEN reform programme Local Authorities must publish their Local Offer, providing a comprehensive, transparent and accessible picture of the range of services available. Local partners, including schools are required to co-operate with the Local Authority in the development and review of their Local Offer. All Lancashire maintained schools have a similar approach to meeting the needs of pupils with special educational needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

This document outlines our SEN Information required as stated in the SEN Code of Practice

We have set out our SEN Information Report through a series of questions through

which you can get more information. You may also wish to refer to our SEN Policy and our Local Offer for further information.

Role and responsibilities of the Special Needs Coordinator (SENCo)

The SENCo is responsible for the operation of the SEN policy and coordination of specific provision made to support individual children with SEN.

The SENCo will liaise with staff to monitor pupil's progress and support the class teacher in planning further interventions where necessary.

The SENCo has contact with a wide range of agencies who are able to give more specialised advice.

1. What kind of provision does Lancaster Road Primary School have for children with Special Educational Needs (SEN)?

Lancaster Road Primary School is a mainstream school which from September 2016 will have up to 480 children. There are three reception and year one classes and two classes of every other year group from year two up to year 6. Each class has up to 30 pupils. Our school was originally built in 1932 and some of our internal corridors slope. We also have steps in to many of our classrooms. All the later additions to our building are on one level. We have a disability changing room and toilet which is accessible for all pupils and adults.

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 in an inclusive setting. We value high quality teaching for all learners and actively monitor teaching and learning across the school.

For some children we run intervention groups during the day which aim to support children in specific areas of learning. For those who need more targeted support, individual learning support plans are written with SMART targets. Parents will be involved to discuss the targets and the progress towards these regularly.

2. How does Lancaster Road Primary School know if my child needs extra help?

We will know if pupils need extra help if:

- Concerns are raised by parents, carers, teachers, pupils or other specialists such as medical professionals;
- Limited progress is being made;
- The student performing significantly below expected levels;
- There is a change in pupil's rate of progress or behaviour;
- Liaison with previous nursery or school.

A meeting will then be held with parents, teachers and pupils to discuss the next steps which may result in assessments taking place and recognising the pupil has Special Educational Needs. There are four types of Special Educational Needs and Disabilities (SEND), decided by the department for education and it is likely the needs of the students will fall in to one or more of these categories:

- Communication and interaction;
- Cognition and learning;
- Social, mental and emotional health;
- Sensory or physical needs.

Provision for children with SEND is defined as support which is additional to or different from that which is available to all students. At Lancaster Road Primary School, we recognise that students make progress at different rates and not always in a steady linear pattern. If a student is identified as having SEND then their name will be added to the SEN register, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional provision is for the student to achieve age expectations, so once they reach this threshold they may be removed from the school SEN register. If they fall behind again at any point, then they may be added to the register again.

3. Who is available to help me and my child?

Your child's class teacher will be able to suggest ways in which you can help your child at home and will be available to discuss their progress along with any early concerns you have.

At Lancaster Road Primary School we have a team of professionals to support our pupils with additional needs and their families. These include:-

Mrs Julie Maxfield - Assistant Headteacher (Behaviour & Welfare), Pastoral Team Leader and SENCo

Mrs Steph Riches - Assistant SENCo

Mrs Andrea Lawton - Learning Mentor

Miss Sarah Forbes - Pupil Support Worker

Mrs Amanda Coates - Family Engagement Support Worker

We also have a large team of teaching assistants who may work with your child for intervention groups or on an individual basis at any time.

In addition we work with Specialist Teachers, speech and language therapists as well as staff from Acorn Psychology including an Educational Psychologist. At any time when your child is working with other professionals pupils and parents will be kept fully informed.

4. How will the teaching be matched to my child's needs?

All teachers will provide quality first teaching for all children in their class. Many children will access differentiated activities within their classrooms. Some children will access intervention groups if they would benefit from a short burst of support in particular areas of their learning.

Once a child has been identified as having special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. They will also have a learning support plan produced to target specific areas of their learning. Learning support plans will be written and evaluated each term.

Teaching assistants may often work with children with special educational needs either in a small group or on a one to one basis. For some children specialist equipment may be provided if it is necessary such as writing slopes, special pencils, pens or grips etc.

Some pupils may access support from the learning mentor or pupil support worker to enable them to work on skills needed to ensure they achieve their potential, such as social skills or working on emotions. This will be done through intervention groups or on an individual basis.

5. How will I know how my child is doing?

All parents will be invited to a parents evening in Autumn term and one in Spring term. For some parents of children with special educational needs may be more appropriate to arrange a separate meeting where your child's progress can be discussed in more detail. Every child will receive a written end of year report in July. Those children who access intervention groups or have learning support plans will have these evaluated each term. Pupils will be involved in this process and their views will be sought. Parents will receive a copy of evaluated work and will have the opportunity to discuss their pupils progress.

At any time appointments can be made to see your child's class teacher, SENCo or a member of the Senior Leadership Team by contacting the school office.

For some children with special educational needs a home/school book may be appropriate to ensure communication between parents and school staff.

6. How will I know what I can do to help my child?

Every year group will send home a curriculum newsletter each half term to inform parents what they will be covering for that period. More information about our curriculum is available on our website.

7. How is the decision made about the type and how much support my child will receive?

We will use any assessments done by school and any information from other agencies to help us to decide what support your child needs. Every child is an individual and will be treated as such. Where children need either group or individual intervention this will be evaluated termly. For those who continue to find it difficult to make progress or keep up with their peers then the amount of support will be assessed and children will have learning support plans put in place which will identify their specific needs.

If additional support is needed, this will be provided by the school. The Head teacher along with the SENCo and Pastoral Support team will make these decisions based on the evidence from the class teachers and any other professionals involved. Parents and pupils will be kept fully informed at all stages.

If children continue to find it difficult to make progress, further advice may be sought from specialist teachers or an Educational Psychologist. The school or parents can also ask the local authority to consider whether or not a child would need an Education Health and Care plan. These are only issued in a small number of cases in mainstream schools.

8. What support will there be for my child?

Once additional needs have been identified the teachers will put in place support for your child. This may be in the form of intervention groups in the first instance. Intervention groups take place mainly in the afternoons

and are often run by teaching assistants who have had training on the area they are delivering. All interventions, whether group or individual, will be monitored and evaluated termly to inform the next steps for the pupil.

Any children with learning support plans will also access support from teaching assistants or teachers to work towards meeting their own specific learning targets.

Pupil progress meetings take place each term when the head teacher or deputy head teacher meets with the class teacher to look at the progress of all children in each class. This meeting may highlight any potential problems and allows for further support to be planned if this is appropriate.

Occasionally, pupils may need advice from specialists and a referral to each professional will be done in consultation with the pupil and their parents. Professionals may then offer advice which will be incorporated in to activities done in school.

9. What support do you have in place for my child's overall well-being?

The Pastoral Support team have received a wide variety of training to meet the needs of the children, including working on self-esteem, keeping safe, bereavement, emotions, social interaction, dealing with anger etc.

The Head teacher and the Pastoral Team Leader are both qualified Designated Senior Leaders and update their training for this every two years in line with current guidelines. All school staff undergo regular safeguarding training.

Members of staff are available for the children to talk to should they have any concerns they wish to discuss.

All staff are aware of the process should they have any concerns regarding information they have been given.

Children with additional medical needs will have a care plan written by Mrs K Gardner following a meeting with their parents. These will then be stored in the child's classroom to enable all the class team to know about any potential issues. Care plans are updated at least annually, but also on advice from medical professionals.

From time to time children may need to be given prescription medication within the school day. This can be done following the completion of a medicines administration form which can be obtained from the school office. At no time will members of staff give out more medication than has been prescribed by a doctor. All medication given is noted down at the time.

Staff have also been trained in the use of 'epipens' and to support children with diabetes.

The majority of staff are first aid trained and an up to date list can be obtained on request.

All lunch time staff

All staff and any volunteers working in school have been cleared through the Disclosure Barring Service.

10. How will my child be included in activities outside the classroom and on school trips?

Lancaster Road Primary School actively encourages all pupils to join in with activities available and will do everything they can to ensure the pupils get the appropriate support to enable them to enjoy and achieve in all that is on offer at this school. Risk Assessments are completed before any activity is undertaken and at this point we ensure all risks are minimised as much as possible. Children's individual needs are taken in to account at this stage along with any extra support we feel may be needed. At Lancaster Road we also employ a sports leader who is able to offer support and encourage children to have a go at something they may enjoy.

11. What training do staff receive?

Staff have access to training sessions run by the local authority. The SENCo and assistant SENCo attend training sessions to ensure they are kept up to date with current issues with SEND.

Teaching assistants access training both in school or courses provided by external agencies to support them to meet the needs of the pupils they support.

12. What specialist services and expertise is available to support my child's learning?

At times it may be necessary to consult with other agencies to receive more specialist help and advice. The agencies used by Lancaster Road Primary School may include:-

- Educational Psychologist
- Assistant Educational Psychologist
- Speech and Language Therapist
- School Nurse
- Health Visitor (if there are younger children involved)
- Children's Social Care
- Local Authority
- Inclusion and Disability Support Services
- The Loyne Specialist School Support
- Specialist Teacher

13. How accessible is the school both indoors and outdoors?

Lancaster Road Primary School was built in 1932 and access to the original classrooms is by steps. The two main corridors are sloping due which could make it difficult to access if children have physical difficulties. All newer areas of the school, the disability access toilet and the playground are all on one level and are accessible to all.

14. How are parents involved in the school?

We have many parent helpers in school. They have all been cleared by the Disclosure Barring Service. If you are interested in helping out then please contact your child's teacher. Parents are involved in school trips and also access group activities within school such as a weekly library group.

15. What will the school do to ensure a smooth transition to my child's next school?

The staff of Lancaster Road Primary School will work together with other schools in the area to ensure children have as smooth a transition as possible. This includes organising extra visits for those who need them and liaising with the SENCo or support staff in other schools if individual children would benefit from this.

16. What arrangements are in place if I am concerned about the provision of SEN for my child?

If you are concerned about the provision your child is receiving in the first instance contact the SENCo or the Head teacher to arrange for a discussion. The school also has a Governor with responsibility for ensuring school meets the statutory obligations in regard to SEND and can be contacted through the school office. Lancaster Road Primary School have an up to date policy on complaints which can be obtained from the school office should you feel your issue has not been fully dealt with.

17. Where can I find any further information?

Lancashire's Local Offer can be found at <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

The National Information Advice and Support Service Network can be found at <http://www.iasnetwork.org.uk/>

The Lancashire's SEND Information and Advice Support Service Network can be found at:-
<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

Other sources of information can be found below.

Lancashire Parent and Carer Forums - <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/lancashire-parent-carer-forum.aspx>

Lancashire Family Noticeboard - <http://lancaster.thefamilynoticeboard.co.uk/education/special-needs-learning-difficulties/lancashire-parent-partnership/>

There are many terms that are abbreviated that can lead to confusion. Here is a glossary of the most used terms.

ASD/ASC	Autistic Spectrum Disorder or more recently Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
DBS	Disclosure Barring Service
EHC	Education, Health and Care Plan (to replace statement)
EP	Educational Psychologist
IDSS	Inclusion and Disability Support Service
IL	Intervention log for those accessing group support
LM	Learning Mentor- supports children with social/emotional/behavioural needs
LSP	Learning Support Plan - formally IEP - Individual Education Plan
MLD	Moderate Learning Difficulties
QFT	Quality First Teaching - an excellent standard of teaching, enabling all pupils to make progress
SSEN or Statement	Statement of Special Educational Need
SALT	Speech and Language Therapy/Therapist
SEN Code of Practice	The legal document, which sets out the requirements for educating children with special educational needs
SEN Support	Children on the SEND list who are accessing support for targeted areas of learning
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Co-ordinator- organises and monitors provision for children with special educational needs.
SMART targets	These are specific, measurable, achievable, realistic and time based targets for the children to work towards in a given period of time - usually over one term.
SLCN	Speech, Language and Communication Difficulties
SLD	Severe Learning Difficulties
ST	Specialist Teacher
TA	Teaching Assistant