

Lancaster Road Primary School

SEN Information Report September 2018

The 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 and disabilities (SEND), 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.

As part of the SEND 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 as stated in the SEN Code of Practice.

We have set out our SEN Information Report as a series of questions through which you can get more information. You may also wish to refer to our SEND Policy and our Local Offer for further information.

Role and responsibilities of the Special Needs and Disabilities Coordinator (SENDCo)

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

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

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

What kind of provision does Lancaster Road Primary School have for children with Special Educational Needs and Disabilities (SEND)?

Lancaster Road Primary School is a mainstream school which, from September 2018, will have around 540 children. There are three classes in Reception, Year 1, Year 2 and Year 3 with two classes of every other year group from Year 4 up to Year 6. The majority of classes have up to 30 pupils but this can be more in Key Stage 2 classes. Our school was originally built in 1932 and some of our internal corridors slope. We also have steps into many of our classrooms. All the later additions to our building are on one level. We have an accessible changing room and toilet which is available 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.

Some children will access intervention groups, 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 which are Specific, Measurable, Achievable, Realistic and Time related. Parents will be involved to discuss the targets and the progress towards these on a regular basis.

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 is working significantly below expected levels for their age group;
- 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 and/or Disabilities. The SEND Code of Practice identified four areas of Special Educational Needs and Disabilities (SEND) 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 SEND 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 related expectations, so when they reach this threshold they may be removed from the school SEND register. If they fall behind again at any point, then they may be added to the register again.

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 Steph Riches –SENDCo, Mrs Andrea Lawton and Mrs Amanda Coates – Learning Mentors and Miss Sarah Forbes – Pupil 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 Educational Psychologists. At any time when your child is working with other professionals, pupils and parents will be kept fully informed.

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

All teachers will provide quality first teaching for all children in their class. Teachers will provide activities at different levels to meet the learning goals of the lessons, meaning work is differentiated to meet the needs of the children. 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 or disabilities their work will be matched to their abilities by the class teacher to enable them to access the curriculum more easily, whilst also stretching them to achieve their potential. They will have a learning support plan produced to target specific areas of their learning. Learning Support Plans will be written and evaluated at least each term and shared with parents and progress made will be discussed. Teaching assistants may often work with children with special educational needs and disabilities 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 a 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.

How will I know how my child is doing?

All parents will be offered the opportunity to attend informal open sessions during the school year. In the Spring Term parents will be invited to meet with their child's teacher to discuss progress. For some parents of children with special educational needs or disabilities it 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 at least 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 pupil's progress.

At any time appointments can be made to see your child's class teacher, SENDCo, a member of the Senior Leadership Team or the Headteacher 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.

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

Pupils in Reception and Key Stage 1 will receive weekly curriculum newsletters to inform parents what they will be covering for that period. It will also suggest ways parents can help support their children at home. Currently in Key stage 2 pupils will receive half termly curriculum newsletters. More information about our curriculum is available on our website.

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. The school will follow an assess, plan, do and review process to ensure children's individual needs are being met on a regular basis. This cycle will be closely monitored and further support will be considered by the school if appropriate. The Headteacher along with the SENDCo 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 benefit from an Education Health and Care plan. These are only issued in a small number of cases in mainstream schools.

What support will there be for my child?

Once additional needs have been identified the teachers will put support in place for your child. This may be in the form of intervention sessions or groups in the first instance. Intervention sessions take place during the school day and are often led by a teaching assistant under the direction of the Class Teachers, member of the Inclusion Team or the SENDCo. All interventions, whether group or individual, will be monitored and evaluated termly to inform the next steps for the pupils.

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

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 wherever practical.

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

The Inclusion 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 Headteacher, Deputy Headteacher and Assistant Headteachers along with SENDCo and Learning Mentors are all qualified Designated Safeguarding 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 staff and any volunteers working in school have been cleared through the Disclosure Barring Service.

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. Staff 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.

What training do staff receive?

Staff have access to training sessions run by the local authority and ongoing professional development as organised by school. The SENDCo attends 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.

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 Education Authority SEND Service, including their Traded Team of Specialist Teachers
- The Loyne Specialist School Support
- Stepping Stones Pupil Referral Unit Support Team
- Children and families wellbeing service.
- Child and adolescent mental health service. (CAMHS)

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 which could make it difficult to move around school if children have physical difficulties. Those areas of the building, which have been built more recently, including accessible toilets and the majority of the playground areas, are accessible to all.

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.

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 when moving on to their next stage in education or an alternative school. This includes organising extra visits for those who need them and liaising with the SENDCo or support staff in other schools if individual children would benefit from this.

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

If you are concerned about the provision your child is receiving in the first instance contact the SENDCo or the Headteacher to arrange for a discussion. A member of the Governing body, Ms Jayde Clark, has 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.

Where can I find 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 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>

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
EHCP	Education, Health and Care Plan (to replace statement)
EP	Educational Psychologist
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
SALT	Speech and Language Therapy/Therapist
Statement of SEN	Statement of Special Educational Need
SEND Code of Practice	The legal document, which sets out the requirements for educating children with special educational needs
SENDIASS	Special Educational Needs and Disabilities Information and Advice Support Service
SEND Support	Children on the SEND list who are accessing support for targeted areas of learning
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs and Disability 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