



**Local Offer – Lingdale Primary School**

**1a. How does the school identify children with special educational needs?**

At transition point from EYFS to Key Stage 1

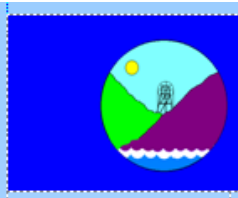
At transition point between Key Stage 1 and Key Stage 2

At transition point between Key Stage 2 and Secondary School (Key Stage 3):

- o Information gathered through regular teacher assessment and observations;
- o Information directly from the parents. Further meetings between parents and school SENCO or other appropriate members of staff when necessary;
- o Review meetings for students with EHC plans (statements), attendance at Year 6 reviews;
- o Data used to identify SEND or to inform provision already in place;
- o Data captures at strategic points through the year are looked at by the senior staff and the SEND staff to identify if there are any concerns from the data that need further investigation;
- o Teachers inform SEND team of any concerns;
- o SENCO investigate further and may arrange more in-depth assessments of needs either in response to data or staff concerns;
- o If required, the school will bring in external professionals to further assess and give recommendations for appropriate provision.
- o Meetings between Lingdale Primary School SENCO and secondary school SENCO on transition to KS3
- o Transfer of data to secondary school when children move up to Key Stage 3

**1b. How do we involve parents in planning for those needs?**

- o Attending review meetings for children with EHC or identified needs;
- o For children with an EHC, meet with parents at parents evenings, annual reviews and throughout the year;
- o Children with additional needs contact through parents
- o Students with EHC may have a named support assistant who has minimum fortnightly contact with the parent if necessary. This can lead to further contact with SENCO when necessary;
- o The school uses principles of ‘Achievement for All’ with parents when planning their involvement; Education, health and care plan (Statement) via LA panel;
- o LA funded provision;



- Increasing specialism in ASC;
- Facilities for and expertise meeting the needs of students with physical difficulties;
- Further information in the parental involvement section found within Question 5.

### **2a. Who in school will support my child and how will this be monitored?**

- The Head teacher and SENCO will have overall charge of all students on the SEND register and will oversee monitoring and evaluation of progress and provision;
- All teachers at Lingdale Primary School have a responsibility for the teaching, monitoring and evaluating of students with SEND. This is the first principle of the New Code of Practice;
- Students who are registered as requiring SEN support, in line with the SEN code of practice 2014, will have termly planning and evaluation meetings with yourselves and the pupil (where appropriate) to oversee the plan, monitor progress and evaluate any interventions;
- Students with an EHC (statement) will have their progress and reviews with Head teacher and/or SENCO;
- Quality first teaching is supported by a team of support staff who have differing roles. However, always central to this is breaking down barriers to learning and helping SEN students to move forward with their learning and progress.

### **2b. How are decisions made about the type and amount of provision a young person will need?**

- From talking to parents and the pupil to understand and establish what they see as the priority;
- Decisions are based on quality evidence the school has collected: both data evidence and that from talking to everyone involved in teaching a pupil;
- Decisions will also be based on the advice from any other professionals who have been working with or assessing a pupil;
- The amount of provision is decided in line with the needs of the student;
- For example this could be a short term programme of work such as a half term of input on a specific area of need or longer term in class support;
- Effectiveness of any intervention will be monitored throughout with a full evaluation at the end or at review points to ascertain progress towards objectives;
- Review points will be termly. They will be overseen and directed by the School Leadership Team.

### **3. Curriculum:**

- Overall curriculum structure is directed by the government and the National Curriculum;
- All students have an entitlement to study a full curriculum;



- Differentiation is the responsibility of all teachers. Informed by the data and information on each student, subject teachers plan for and deliver using different styles of teaching and meeting individual needs through a range of strategies;
- Especially within core subjects pupils are set within paired year groups and this leads to differentiation to the levels that pupils are working at using quality first teaching and ensuring that targets are both stretching and attainable.

#### 4. **Accessibility:**

- Lingdale Primary School is wheelchair accessible;
- Disabled toilets are available;

#### 5. **Parental Involvement:**

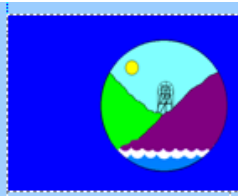
- School reports to all parents by two opportunities to meet with teachers at parental consultation meetings each year;
- The school monitors progress through a cycle of assessment, reviewing data and interventions. These are used to inform meetings and set new objectives;
- Teaching staff (and SENCO, if required) will be available to explain next steps in your child's plan and discuss with you how you could support this;
- Students with an EHC will also have termly progress meetings;

#### 6. **Overall Well-being:**

- All pupils belong to our school family.
- The Head Teacher has overall charge of the school and in particular pupil progress;
- All staff have the role of ensuring pastoral well-being is in place and work with the Head Teacher to ensure progress and well-being;
- Pupil voice begins in the class with class representatives that represent views to the school council. Pupils can contribute their views through this forum. Representatives from the school council regularly meets with senior leaders to pass on the views of the pupils;
- Attendance Officer, monitors daily attendance and addresses with parents any concerns or issues;
- School nurse is in regular contact with school to discuss any medical concerns pupils may have.
- Lingdale Primary School has a full Medicines Policy;
- There are two nominated members of support staff available each morning to receive medicines from parents in line with the agreed policy;
- There is a nominated member of support staff available each day to carry out what has been agreed with the parents with regards medication.

[Link to full medication policy](#)

#### 7. **What specialist services and expertise are available at or accessed by the school?**



# LINGDALE PRIMARY SCHOOL

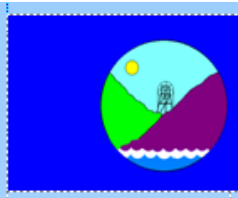
**“Working in Partnership with the Community”**

Lingdale Primary School has a wealth of expertise from its staff over and above the qualifications needed for their jobs.

Specialist services are often used when the need arises and the school feels it needs more support or advice to ensure a student makes best progress.

The following is a snapshot of these but is not an exhaustive list.

<b><u>Expertise in School</u></b>	<b><u>Expertise/Specialist Service accessed by School</u></b>
Providing competition and sporting opportunities for all pupils, including those with disabilities	Educational Psychologist
Signposting young disabled persons to sports clubs and holiday activities	Physiotherapists
Team Teach	Occupational therapists
	Speech and Language therapists
	Specialist Teaching Service
	Specialist teacher –sport / PE
	Hearing Impaired Service & Teachers of the Deaf
	Children and Adolescent Mental Health Service
	The Junction - therapeutic support - Young carers
	School Nurse
	The Link – Therapeutic support
	SODA & EVA domestic violence
	Attendance and Welfare service
	Social Care & Outreach
	Forget me not - bereavement support
	Intensive Reading Support
	Daisy Chain - ASC support
	Fire Brigade- fire started intervention
	Fire Brigade- road safety initiative



**8. Staff Training Priorities within the School:**

All staff are either teachers of, or are supporting students with SEND.

Lingdale Primary School therefore values staff training and ensures that full staff training programmes are in place as well as those for individual staff where appropriate.

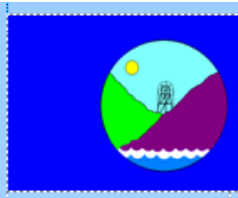
The table summarises the most recent staff training in respect of SEND and disabilities.

<u>Details of Full Staff Training</u>	<u>Details of Individual Staff Training</u>
Annual Child Protection training	Child Protection and Disabled children
Equality Act 2012	Autism
	Dyslexia
	Speech, Language and Communication
	Behaviour management
	Team Teach
	New SEN Code of Practice
<u>Details of Full Staff Training</u>	<u>Details of Individual Staff Training</u>
	EVA conference - domestic violence
	Working effectively with teaching assistants
	LAC – looked after children
	Medications in school and the Law

Future planned training and disability awareness:

- Full staff SEN Code of Practice 2014 Implementation

**9. Activities Outside of school:**



- There are a large and varied number of out of school activities for all students to participate in;
- Lingdale Primary School is a fully inclusive school and puts in place the support a student needs in order for them to join in with their peers in their chosen activity. This may include extra staffing, specialist staff and/ or equipment;
- Staff who are arranging an offsite trip will discuss with parents and the SENCO staff the requirements needed and the suitability of any trip which the school is putting on;
- We will not stop any student from going on a trip due to their special educational need and or disability if the trip is suitable for the child and their safety and the safety of others is not compromised (Equality Act 2012);
- A member of the Senior Leadership Team oversees all trips to ensure students are safe and included where possible.

## **10. How is Transition planned and managed by the school?**

### Transition from EYFS to Primary School:

- Parents are invited to meet with the class teacher in the term before their child starts Key Stage 1

### Transition from Key Stage 1 to Key Stage 2

- Parents are invited to meet with the class teacher in the term before their child moves from Key Stage 1 to Key Stage 2

### Transition from Key Stage 2 to secondary school

- Pupils in Year 5 are given the opportunity to visit local secondary schools to identify where they would like to move on to when they leave primary school;
- Parents and pupils in Year 6 are invited to visit their chosen secondary school at the end of the Summer term to prepare them for the following September;
- Once a place has been confirmed the SENCO liaises with parents and the secondary school;
- A transition plan is put in place on their advice which could include lots of early visits beginning in the primary school and then here;
- A mentor may be put in place as a familiar adult to help with transition if required;

## **11a. How are the school resources allocated and matched to the young person’s special educational needs?**

- All resources are allocated to and matched using the extensive data that the school holds about each pupil;
- This includes planning for these interventions with parents and pupils.

## **11b. How is the SEND budget allocated?**



## LINGDALE PRIMARY SCHOOL

**“Working in Partnership with the Community”**

Lingdale Primary School has a number of different SEND provisions and interventions which are matched to the young person's Special Educational Needs financed through the SEND budget.

These include:

<b>Provision</b>	<b>Notes</b>
Support Staff	Support Assistants working in class and individually to support SEND pupils
Small group teaching	In some areas the groups are smaller in number so the teacher can better meet SEND needs
Toe by Toe	1:1 reading intervention
ELSA	1:1 or small group emotional Literacy
Computer programmes	Various computer programmes are available for 1:1 and small group in literacy and numeracy
Team teach	De-escalation behavioural management programme
Breakfast Club	Safe place for children to arrive at school from 7.55 to have breakfast and enjoy a range of activities afterwards before school begins

SEND - Special Educational Needs and Disability

BSL - British sign language

EHC - Education Health and Care plan (replaces Statement)



**LINGDALE PRIMARY SCHOOL**

**"Working in Partnership with the Community"**