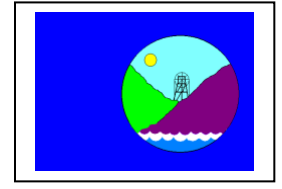


LINGDALE PRIMARY SCHOOL

*Working together to be the best that
we can be*



Executive Head – Mrs S McCallum
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Lingdale Primary School SEN Information Report 2018-19

This report was compiled at the start of the Autumn Term 2018. It is the result of consultation with staff, parents of children with SEN (Special Educational Needs) & governors.

LINGDALE IS A MAINSTREAM PRIMARY SCHOOL WITH AN INCLUSIVE ETHOS.

Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement

<https://www.gov.uk/government/collections/national-curriculum>

- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:

- 1. Communication and interaction,**
- 2. Cognition and learning,**
- 3. Social, mental and emotional health,**
- 4. Sensory/physical.**

- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs (SEN) or a disability?

At Lingdale Primary School we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- **Special Educational Needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
- **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

1. HOW DOES THE SCHOOL IDENTIFY CHILDREN WITH SPECIAL EDUCATIONAL NEEDS?

At Lingdale Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below ‘age expected’ levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as: Sandwell Numeracy
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

Initially we would arrange a meeting with parents to discuss any concerns about a child with their parents or carers. If children then need a provision plan or an individual education plan to support them then this would be discussed with parents and then reviewed with them when updated.

2. HOW DO I RAISE CONCERNS IF I NEED TO?

- Talk to us – contact your child’s class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo (Special Educational Needs Co-ordinator: Mrs Jones), Head Teacher (Mrs Thornton) or Executive Head (Mrs S McCallum). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

3a WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area
- Our SENCo and Head of school oversee the progress of any child identified as having SEND
- There may be an LSA (Learning Support Assistant) or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child’s bespoke programme of learning and is reviewed and updated during termly learning conversations.

3b HOW DOES THE SCHOOL KNOW ITS ARRANGEMENTS ARE BEING EFFECTIVE?

- Each child on the SEN register has an individual provision plan to support their needs and ensure these are met. Their individual plans are then used to support class teachers in planning and delivering a differentiated curriculum for children (if appropriate). These individual plans are reviewed three times within the school year by the class teacher and adapted to suite the child's current needs. These are then moderated by the SENCO.
- Half termly assessments (teacher assessments and formal assessments) are made by the class teacher for each child and these are used to track progress. If your child is undergoing specific interventions then a progress assessment will be carried out at 7 weeks (informally) and 12 weeks (formally) as part of the intervention programme to ensure they are being effective for the child. These assessments will be carried out by the member of staff planning and delivering the intervention and will be monitored by the SENCO.

3b WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with you formally on at least a termly basis (this could be part of learning conversation meetings or separately), in order to discuss your child's progress and the support that they are receiving
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this
- An appointment can be made with the SENCo to discuss support in more detail if required.
- Provision plans will be shared with you and your child (age appropriate) each term (or half termly if required).

4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

4a WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- The school currently has a number of members of staff who have a wealth of experience in supporting children with emotional needs.
- Any additional staff working with vulnerable children requiring support during the school day, for example Anti Bullying and Behaviour Consultants or Time 4 You counselling Services, will work under the direction of the SENCo/ Senior Leadership Team.

4b HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office.
- On a day-to-day basis, any member of staff with First Aid training can administer. Another member of staff will always witness any administration and this is recorded and signed for.

- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations
- All members of staff hold first aid qualifications, which are updated bi annually.

4c WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school has adopted behaviour and exclusion policies available on the school website. If a child has significant behaviour difficulties, an Individual Behaviour Management Plan (IBMP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.
- The school has an adopted attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Head teacher who may involve the Early Help Assessment Team, Educational Welfare Officer or Children's Services if this becomes a concern. Various incentive schemes are used to promote positive attendance throughout the school.
- The school are also able to support families in making contact with other agencies who can provide appropriate support.

4d HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have provisions plans discuss their progress and targets when these are reviewed (age appropriate), as well as at termly learning conversation meetings
- If your child has an EHCP, their views will be sought before any review meetings (as is age appropriate)
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey
- All children are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class or teachers.

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our school has an adopted accessibility policy
- All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas.
- Accessible toilet facilities are available both by the main reception and in the Key Stage 2 area of school.
- If you have specific access queries or concerns please speak with us.

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three to four different levels of work set for the class, however if needed this will be individually differentiated.
- Children with SEND will have individualised targets to meet within the class curriculum and will be taught and assessed at the appropriate level for their needs.
- The class teacher, alongside the SENCo will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon
- Alterations to classroom displays are made to ensure children can access all resources and support walls to meet their needs e.g Dyslexia friendly whiteboards and displays.
- The SENCo reports to the Head Teacher, Executive Head and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times

- The governor responsible for SEND also meets regularly with the SENCo. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers
- By reviewing children's targets in provision plans and ensuring that they are being met
- Through verbal feedback from the child, the parent and teacher to build a wider picture
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place.

7. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's' progress in learning against national expectations and age related expectations on a half-termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Year R through to Year 6, using a variety of different methods. Assessments such as reading ages, RWINC scores, keywords, comprehension ages, maths ages, teacher assessments and termly formal assessments and other informal ongoing assessments made by the class teacher are all gathered to make assessment judgements for children. These are then collated and used by the SENCO to track small step progress for each child with SEND needs to monitor progress and make judgements about the effectiveness of interventions.
- Pupil Progress Meetings are held each half term between each class teacher and the Headteacher (and members of SLT if needed). In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed
- All children have a Baseline Assessment completed on entry to Nursery (or a 2 Year Old Check if eligible to attend our 2 year Old Provision). This supports us in identifying children who require Speech and Language referrals or additional support for any area of the EYFS Curriculum.
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example various standardised assessments, such as Single Word Reading/Spelling as well as having access to the Specialist Teaching Service who can provide a more detailed report
- The Head Teacher/ SENCo report regularly to the Governing Body. We have a governor who is responsible for SEN, who meets regularly with the SENCo and attends briefing sessions They also report back to the Governing Body (see section 6)

8. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- Every child has a yellow Reading diary where parents and school can communicate in 'informal' written form.
- Your child may have an Provision Plan that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will

also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a learning conversation

- When the child's provision plan is reviewed, comments are made against each target to show what progress the child has made
- If your child has complex SEND they may be part of an IPA or an EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- The school does not operate extended services at the current time. However, a variety of after school clubs are provided after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.

10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting
- We can create 'social stories' with/for the children if transition is likely to prove challenging
- For children starting in Nursery or Reception, the class teachers hold a meeting for parents in addition to planning a series of visits for children in order to help children, parents and staff get to know each other
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs, then an EHCP review will be used as a transition planning meeting to which we will invite staff from both schools
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND

- The environment is designed to support children with individual needs e.g. visual timetables, Dyslexia friendly classrooms ect.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Behaviour Support Service, Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers as well as the NSPCC, Time 4 You and The Link Family Project.

12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way.
- The SENCO delivers or arranges staff training to ensure class teachers and support staff has a clear understanding of approaches and interventions to meet the needs of children with SEND.
- The specific training held by support staff includes: behaviour for learning, PIVOTAL training, Mental health first aid, Wave 3 interventions, Read Write Inc, Reciprocal reading, Inference training and Better Reading Partnership.
- The school also supports training programmes for support staff, whenever appropriate training is available to support the learning of children in school.

13. SEND resources – HOW IS THE SEND BUDGET ALLOCATED?

- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

14. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance if you wish to discuss something about your child
- Further information is available from the SENCo (Mrs Jones), Head Teacher (Mrs Thornton), Executive Head (Mrs McCallum) or, in exceptional circumstances, the SEN Governor.
- General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website
- The school has a complaints policy, which is available on the policy page of the school website
- The following websites can also offer advice :

Redcar & Cleveland Council's Local Offer, outlining services available for children and young people who have SEND, can be found at: <http://www.peoplesinonet.org.uk/kb5/redcar/directory/localoffer.page>

Contact the SEND Independent Advice and Support Service sendiass@redcar-cleveland.gov.uk

15. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the School Administrator (Mrs Bates) for further information about the school and to arrange a meeting with the Head of School, in the first instance.

Tel: 01287 651723 office@lingdale.rac.sch.uk