

Lydbrook Primary School SEND information November 2018

1. What types of SEND do we provide for at Lydbrook Primary?

Lydbrook Primary is a mainstream primary school which aims to provide the best learning opportunities for all children. The School's vision statement is "Where Anything is Possible"; this vision reflects the compassion and inclusivity that the staff and pupils of the school show to all members of our community. We have a distinctive set of 8 core values, known as our Secrets of Success (Try new things, work hard, concentrate, push yourself, imagine, improve, understand others and don't give up) and 4 Curriculum Drivers (language, enterprise, applying mathematics and the environment) which underpin our school ethos.

The school, including the Governing Body, recognises that all children are individuals who each have different learning needs. We work hard to ensure all children are given the right balance of support and challenge. Special educational needs and provision can be considered as falling under four broad areas:

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

Whilst the needs of the children may change from year to year, we aim to support and enable children, with any of the needs above, helping them to make the best progress possible both academically, and socially and emotionally.

2. How do we identify and assess pupils with SEND

At Lydbrook Primary School, children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous school or pre-school setting
- Following criteria set out in the SEN Code of Practice and Gloucestershire Guidance booklet for children with additional needs
- Assessment and tracking information – is the child performing below age expected levels?
- School based assessments and tests carried out initially by the class teacher or SENDCo
- Concerns raised by parents, school staff or by a pupil
- Liaison with external agencies such as: The Educational Psychology Service, advisory teaching service, speech & language therapy service
- Health diagnosis such as the child's GP or a paediatrician

3. Who is our Special Educational Needs Co-ordinator (SENDCo) and how can they be contacted?

The school SENDCo is Mr. Simon Lusted. He can be contacted via the main school office on 01594 860344 or via email at head@lydbrook.gloucs.sch.uk

Who are the best people to talk to in this school about my child's difficulties with learning/special educational needs or disability (SEND)?

- The child's class teacher
- The SENDCo – Mr. Simon Lusted
- The Headteacher – Mr. Simon Lusted
- SEN Governor – Jeanne Warne

How do we provide for, teach and assess children with SEND?

At Lydbrook Primary School, we follow a graduated approach as follows:

- **Quality First Teaching**

- a) Any pupils who are significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by adults who work with them.
- b) Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff for an agreed period of time in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupils' academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in the class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary. They will have a My Profile in place to remain a focus.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent consultation meetings.
- i) Parent's evenings are used to monitor and assess the progress being made by children and extra time may be allocated at these appointments to allow for these discussions to take place.

SEND support

Where it is determined that a pupil does have SEND, parents will be informed of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove the barriers to learning. The support consists of a four part process : Assess – Plan – Do – Review

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from the external support services will also be considered. Any parent concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

Plan

Planning will involve consultation between the teacher, SENDCo, parents and other agencies (where involved) to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. All those working with the pupil, including support staff and will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes being sought. Pupils with SEND, receiving additional support in school and minimal input from outside agencies will have a My Profile and a My Plan. Pupils with SEND, receiving additional support in school and from other agencies will have a My Profile and a My Plan

Plus. These plans will set out measured outcomes for the child and detail any provision required.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with trained teaching assistants, to plan and assess the impact of support and interventions, and links with classroom teaching. Support with further assessment of the pupils' strengths and weaknesses, problem solving and advising on the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. The review will take account of the views of the pupil and the parents or carers through a "Person Centred Approach". The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making the necessary amendments going forward, in consultation with parents and the pupil. This will result in a new plan being written.

Referral for an Education, Health and Care (EHC) Needs Assessment, and Plan (EHCP)

If a child has lifelong or significant difficulties, they may be referred for an EHC Needs Assessment, which is usually requested by the school but can also be requested by a parent.

Following an EHC Needs Assessment, an EHC plan will be provided by Gloucestershire County Council, if it is decided that that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

6. How do we evaluate the effectiveness of our SEND provision

- Monitoring of My Plans/My Plan+ and % of outcomes achieved or partly achieved 3 x a year
- Reports from our tracking programme "SPTO" relating to SEND pupils
- Monitoring by SENDCo and SLT – lesson observations, learning walks, book looks
- Pupil conferencing
- Regular monitoring from school governors

7. How do we adapt our curriculum and learning environment?

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met
- Specially trained support staff can adapt the teacher's planning to support the needs of your child where necessary
- Specific resources and strategies will be used to support your child individually and in groups
- Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs

8. How do we consult parents of pupils with SEND and involve them in their child's education?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at school and at home so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEND

- As a school, we actively encourage and expect parents to support their child's learning and value the contribution parents can make to the outcomes of pupils
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, through a report.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful to you and your child.

How do we consult with pupils with SEND and involve them in their education?

- At Lydbrook School, are encouraged to be active learners and are provided with effective feedback and support with their learning.
- Pupil voice is encouraged and supported in a range of ways and always includes SEND pupils e.g. School Council, pupil conferencing, pupil questionnaires
- The SENDCo undertakes pupil conferencing specifically with SEND pupils at points throughout the year

10. How do we support children with a disability?

Lydbrook Primary is an inclusive school. We are committed to meeting the needs of pupils with disabilities. The school meets the requirements of the amended Disability Discrimination Act. All reasonable steps are taken to ensure that these pupils are not placed at a disadvantage compared to non-disabled pupils and that they have a fair and equal access to the curriculum and the school site. The school is committed to providing an environment that allows disabled pupils full access to all the areas of learning. Wheelchair access to the main part of the school is through the rear door of the main block with a drop off point being situated on the road next to the kitchen. There is a disabled toilet (situated in the main block) and changing facilities (in the nursery). Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life.

In their planning, teachers ensure that these pupils are enabled to participate as fully and effectively as possible within the National Curriculum. Potential areas of difficulty should be identified and addressed at the outset of work.

11. How do we support pupils moving between different phases of education?

It is important to minimise any disruption or anxiety for a child with SEND when they move between phases of education.

Moving from another school or pre-school:

- The SENDCo becomes involved in any My Plan/My Plan+ reviews with the previous school and consults with relevant professionals.
- Social stories or pictorial resources may be used to help orientate the child before joining our school
- The child and parents will be welcome to visit our school and meet with staff to ensure a smooth transition

Moving from Lydbrook to another school:

- We will contact the school SENDCo and ensure they are aware of any special arrangement or support that needs to be made for your child
- We will make sure that all your child's records are passed on as soon as possible
- If necessary, the SENDCo will meet with the SENDCo of the receiving school

Moving classes at Lydbrook School:

- Information will be passed on to the new class teacher and in most cases, a pupil progress meeting will take place alongside the final review meeting with the receiving teacher present.
- The child may participate in a transition group or be able to make regular visits to prepare them for the move.

Transition to secondary school:

- The SENDCo will liaise with the secondary school SENDCo to discuss the specific needs of the child
- The child will participate in focussed learning about aspects of the transition to support their understanding of the changes ahead
- The child will visit the secondary school on several occasions and familiar staff are available to support the visit
- The secondary SENDCo will be invited to attend any reviews within the final few terms and in particular, any EHCP annual reviews. The y will also be invited to visit the primary school and link with the child before transition.

12. How do we support pupils with SEND to improve their emotional and social development?

At Lydbrook, all SEN children are fully included in the day to day running of the class. All classes follow a structure of PHSE (Personal, Social, Health Education) by using the GHLL PINK curriculum. We also use the Apple's and Zippy's Friends mental health resource.

However, for those children who find aspects of this difficult we offer:

1. Social skills groups
2. Emotions groups
3. A nurturing environment
4. A range of extra/curricular groups, some open to all pupils, others by invitation only
5. Lunchtime and playtime support through a trained member of staff

13. What expertise and training do our staff have to support children with SEND?

All staff at Lydbrook school are trained to teach children with SEND. In addition the staff have experience and recent training in areas such as the following:

- Numicon
- Speech & Language
- Fizzy for fine and gross motor skills
- Precision teaching
- Balanceability bikes

In January 2019 all the staff will have a workshop based training session on Dyslexia which is being run by an Educational Psychologist.

14. How will we secure provision, resources and facilities to support pupils with SEN?

The school budget, received from Gloucestershire Local Authority, includes money for supporting children with SEND. The Headteacher & SENDCo decides on the deployment of resources for SEN, in consultation with the school Governors on the basis of needs in the school, including

- The children already getting support
- The children needing extra support
- The children identified as not making as much progress as would be expected through QFT

(Quality First Teaching)

Decisions are made and are under constant review to ensure the best provision is in place and resources purchased to meet the individual needs of SEND pupils

15. How do we evaluate the effectiveness of our SEND provision?

- Monitoring of My Plans/My Plan + and % of outcomes achieved or partly achieved 3 X a year
- Reports from SPTO tracker relating to SEND
- Monitoring through lesson observations, learning walks, book looks
- School Governor visits and pupil conferencing

16. How do we handle complaints from parents of children with SEND about provision made at the school?

Please refer to our complaints policy on our school website

17. What support services are available to parents?

SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) is available if required and offers free, confidential, impartial advice to help parents play an active and informed role in their child's education. They can be contacted on 08001583603 or <http://SENDiassglos.org.uk>

Further information is available for families via the Family Information Service at <http://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/familypage?familychannel=1>

18. Where can the Local Authority's local offer be found? How have we contributed to it?

The SEND information included in this document is provided as part of LA's Local Offer. The website for Gloucestershire's Local Offer can be found at:

<http://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/familypage?familychannel=2>

or Googling "Gloucestershire Local Offer parents"