

Lydbrook Primary School
“Where anything is possible”
SEND INFORMATION 2022

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

Lydbrook Primary School is a mainstream primary school which aims to provide the best learning opportunities for all children.

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 their 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 above needs, helping them to make the best progress possible both socially and emotionally, and academically.

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
- Concerns raised by school staff
- Concern raised by pupil
- Liaison with external agencies such as: educational psychology service, advisory teaching service, speech and 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 SENDCOs are Mr. Simon Lusted and Mrs. Laura Symonds. They can be contacted via the main school office on (01594) 860344, or via email at admin@lydbrook.gloucs.sch.uk

4. 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 (in collaboration with SENDCo)

The Special Educational Needs and Disabilities Co-ordinator (SENDCos) – Mr. Simon

Lusted and Mrs. Laura Symonds

The Headteacher – Mr. Simon Lusted

SEND Governor – Mr. S Cumberland

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

We follow a graduated approach as follows:

• Quality First Teaching

- a) Any pupils who are falling 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, and support access to the curriculum that will aid the pupil's 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 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 ensure they 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's consultation evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children and extra time will 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 formally advised 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 barriers to learning. The support provided consists of a four – part process: Assess –Plan - Do – Review, such needs will be identified by a My Plan or My Plan +

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 external support services will also be considered. Any parental 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 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 that are 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'. A 'My Assessment' will also be completed to gain a fuller picture of the child's needs and circumstances. The 'My Assessment' may be shared with the Early Help team if the child or family need extra support outside school. 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 teaching assistants, to plan and assess the impact of support and interventions, and links with classroom teaching. Support with further assessment of the pupil's 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 their 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 any 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 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 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.

What is a My Plan/My Plan +

The My Plan and My Plan+ A child who has been identified by their teacher as having specific needs that go beyond what can be addressed solely through the normal day to day Quality First Teaching, will be given a My Plan. A My Plan identifies a small range of short-term targets that are Specific, Measurable, Achievable, Relevant and Timed (SMART). These are written and shared with parents. At this point, the child will be officially put onto the SEN register for SEN support. My Plans are reviewed regularly (every six to eight weeks) to look for progress. Depending on the outcome of the review, the Class Teacher/SENCO will set new targets, look for other strategies/interventions or consider the involvement of other outside agencies to support the child. This process will continue until such time as:

- Sufficient progress has been made that the child no longer needs a My Plan and can be removed from the SEN register
- Those working with the child, including the Class Teacher, Advisory Teachers and other professionals agree that additional support is needed.

At this point, a My Assessment will be completed with the support of the child, the family and information from all professionals involved with the child. A Team Around the Child (TAC) meeting will be held, and a My Plan+ will be put in place. It is important to note that the views of the child together with the support and input from parents are key to the success of this process.

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 yearly
- Reports from Insight Tracker relating to SEND pupils
- Monitoring by SENDCO and SLT – lesson observations, learning walks, work scrutinies
- Pupil Conferencing
- Regular monitoring from school governors

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

Approved by FGB 7th December 2022

- 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 teachers 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.
- We have designated teachers who runs catch up sessions in maths and English.
- We use various intervention materials and IT resources for small groups of children or on a one-to-one basis, such as: Early Talk Boost, Nuffield Early Language Intervention (NELI), Rapid phonics and the Fizzy movement program; voice boxes. Laptops; tablets; and headphones.
- The learning environment and resources are adapted to meet the needs of pupils with SEND for example individual pupil learning areas, writing slopes and wobble cushions.

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 home and school so similar strategies can be used.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have
- Parents may be invited into school to discuss their 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
- At Lydbrook Primary School we strive to aim for co-production of all documents and procedure relating to a child's needs.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

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

- ☑ All at Lydbrook Primary 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 children at points throughout the year and especially when reviewing and setting new targets.

10. How do we support children with a disability?

We consider ourselves to be 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 fair and equal access to the curriculum and the school site. The school site is situated on a hill and the building set in separate blocks. Due to the large number of sites on the site not all buildings are accessible by wheelchair.

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, such as a wheelchair, a hearing aid or equipment to aid vision.

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 MyPlan/MyPlan+ reviews with the previous school, and consults with relevant professionals.
- Social stories or pictorial resources may be used to help orientate the child prior to joining our school
- The child and parents will be welcomed to visit our school and meet with staff to ensure a smooth transition.

Moving from Lydbrook Primary School to another school:

- We will contact the school SENDCO and ensure they are aware of any special arrangements 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 in school:

- Information will be passed on to the new class teacher, and in most cases, a pupil progress meeting will take place with the new teacher. All My Plans / My Plan+ information will be shared with the new teacher
- The child may participate in a transition group or be able to visit the new class more frequently, 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 focused learning about aspects of transition to support their understanding of the changes ahead.
- The child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- The secondary SENDCO will be invited to attend any SEND reviews within the final few terms and in particular any EHCP annual reviews. Transition review meetings may also be held.

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

At Lydbrook Primary School we understand that all behaviour is communication. All classes follow a structured PSHCE (Personal, Social, Health and Citizenship Education) curriculum through the Jigsaw scheme to help develop their social and emotional skills. However, for those children who find aspects of this difficult we offer:

- ☑ Social skills groups
- ☑ Emotions groups
- ☑ A nurturing environment following principles such as emotion coaching
- ☑ A range of extra-curricular groups, some open to all pupils, others by invitation only
- ☑ Lunchtime and playtime support through planned delivered by trained staff
- ☑ A specially trained Emotional Literacy Support Assistants (ELSA) to work with specific children as required

13. How will we secure provision, resources, and facilities to support pupils with SEND?

The school budget, received from Gloucestershire LA, includes money for supporting children with SEND. The Headteacher, supported by the SENDCO, decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Headteacher and SENDCO discuss all the information they currently have about SEND 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 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.

