



Lansdowne Primary School SEN Information Report for 2019 – 20

Welcome to our SEN information report. Our school aims to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

At Lansdowne, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs C McDougall (SENCO) to discuss your concerns.

1. Does the school / know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

has a significantly greater difficulty in learning than the majority of others the same age, or

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs C. McDougall (SENCO) to discuss your further.

2. How will early years setting / school / staff support my child/young person?

The class teacher:

Responsible for...

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCo) know as necessary.
- Personalised teaching and learning for your child as identified on the school's provision map.
- If a child has complex needs an Individual Provision plan will be written.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCO: Mrs C. McDougall

Responsible for...

- Provide professional **guidance** to colleagues and works closely with staff, parents and other agencies.
- Write SEN Information Report which **MUST** be published on the setting website and updated annually
- Overseeing day to day operation of the school's SEN policy
- Co-ordinate provision for children with SEN
- Advising on a graduated approach to provide SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEN
- Liaising with EYFS providers, other schools, EP, health and social care professionals and independent or voluntary bodies, LA
- Manage the transition process
- Ensure school keeps the records of pupils with SEN up to date
- Work with head teachers and school governors with regards to reasonable adjustments and access arrangements

The Head Teacher: Mrs C Jobe

Responsible for...

- The day-to-day management of all aspects of the school; this includes the support for children with SEN.
- The Head teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place.

The SEN Governor: Mrs F Trigwell (Chair of Board of Directors)

3. How will the curriculum be matched to my child's/young person's needs?

If a learner is identified as having SEN need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place.

When providing support that is "additional to" or "different from" we engage in a four-stage process:



Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

Lansdowne Primary School adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

4a) How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENCO to review the short term targets and to discuss the progress the child has made. Obviously, we also encourage an "open door" approach whereby teachers are accessible at the end of the day.

Your child's progress will be continually monitored by his/her class teacher.

His/her progress will be reviewed formally and tracked with the Head teacher and SENCO every term in reading, writing and maths. Through Parent Consultations and termly reports, Teachers make clear the attainment against age related expectation and the level of progress made.

At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally.

Where necessary, children will have targets set by outside school / outside agencies specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.

The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.

The Head teacher and SENCO will monitor the progress made by SEN children in their class work and any intervention that has been put into place.

Regular book scrutiny and lesson observations will be carried out by the SENCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

We use Weduc to send regular class and whole school newsletters with information about events. Extra information can be found on the school website and Facebook page including school and class news, photograph gallery, planning, homework and useful links. In addition to this, where necessary we also communicate via home/school contact books.

4b) What support will there be for my child's/young person's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.

- Social awareness, friendship, resilience and self-esteem games, groups and activities
- Nurture breakfast, Lunch time and play time support
- Lego therapy sessions
- Access external agencies and professionals and follow their advice
- Nurture support for children with emotional dysregulation and attachment

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place and is accessible to Parents. As part of the curriculum, the school plans activities about Anti Bullying.

Any pupils with additional medical needs are well catered for at Lansdown Primary School. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are kept in individual sealed containers in a locked cupboard that are accessible to appropriate members of staff. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly.

5) What specialism services, experience, training and support are available at or accessed by the setting / school

Once the school has identified the needs of SEND pupils, the SENCO and Head teacher decide what resources/training and support is needed.

School Provision:

- Wide range of Literacy and Numeracy small group interventions delivered by TA's and designated teacher.
- ICT support in the form of reading, phonic and maths programmes.
- Teaching assistants and Nurture staff offering social skills support including
- confidence building and developing friendships.
- Breakfast, break and lunch time nurture groups to support children with social development.
- Speech and Language support from Speech and Language Therapists and Speech and Language link programmes.
- OT support from Occupational Therapists
- EAL (English as an Additional Language) support available from an adviser.
- Educational Psychology school based reviews held throughout the year to raise and discuss children that we are concerned about.
- Teaching Assistants trained on how to support pupils with autism, ADHD, dyslexia, hearing impairments, anxiety and attachment issues.
- Solihull Parenting course available for parents.

Local Authority provision available:

Access to LIFT (Local Inclusion Forum Teams) for schools to discuss a case in more detail with colleagues from other schools, an Educational Psychologist and representatives from district based specialist outreach providers, including specialist teachers.

Health Provision available:

- School nurse
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- CAMHs
- School counselling sessions

6) What training are the staff supporting children and young people with SEND had or are having?

- Speech and Language training – all staff
- Lego Interventions – all TAs
- Using numicon training – all staff
- Nurture and restorative justice training – all staff
- OT training (focus on developing handwriting) - all staff
- Supporting children with EAL – all staff
- Dyslexia training- all staff
- Workstation training – all staff
- Supporting pupils with attachment disorder – all staff
- Working with children with hearing impairments – all staff
- Clicker 7 training
- Language through colour training
- Using task management boards and supporting children with ADHD – SENCO
- Supporting Girls with autism – SENCo
- Memory issues - SENCo

7) How will my child/young person be included in activities outside the classroom including school trips?

At Lansdowne we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.

8) How accessible is the setting / school?

- The school is fully compliant with DDA requirements.
- The buildings are on one level with easy access throughout.
- The front desk has a wheel-chair height section and is DDA compliant.
- There are two disabled toilets and two changing facilities.

- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENCO manages an SEN budget, used to ensure that all pupils have access to the very best equipment.
- After-school provision is accessible to all children, including those with SEN.
- In respect to pupils with English as an additional language we access support from the EAL advisor and follow their recommendations.
- Extra-curricular activities are accessible for children with SEN.
- The school has an outside learning area.
- The school has an up to date accessibility plan which is considered each year and whenever there is building work.

9) How will the setting /school prepare and support my child/ young person to join the setting /school, transfer to a new setting / school or the next stage of education and life?

New pupils to Lansdowne Primary School

Early Years staff will meet with parents prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with parents, previous setting, health visitor etc.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENCO will telephone previous school to discuss individual pupil's needs.

Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEN will be planned according to individual need.

10) Provide examples of interventions, equipment, resources that settings/ schools may allocate to match children's/young people's special educational needs?

- Switch on and inference reading interventions
- Lap tops for individual pupils/needs, including Clicker 7
- Speech and Language link resources
- Language Through Thinking programme
- Language Through Colour interventions
- BEAM programme
- Toe to Toe reading programme
- Stareway to spelling programme
- Catch up and stay up gap teaching with Teaching Assistants or Class Teachers

11. How is the decision made about what type and how much support my child/young person will receive?

The school budget includes money for supporting children with SEN, the local authority should provide additional top up funding where the cost of the SEN provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold (£6,000). This funding is where a child has significant and complex needs.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, on the basis of needs in the school.

The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

12. How are parents involved in the setting / school? How can I be involved?

At Lansdowne Primary School, we value the importance of building positive relationships with parents and families within our School community. Where a pupil is identified as having special educational needs, parents are given the opportunity to be part of the assessment and review process.

Mrs S Metcalfe is our Parent Support Advisor. She is available to speak with families on Monday, Wednesday or Fridays or via an appointment made through the School Office. She often runs coffee mornings and has a noticeboard with information for parents in the school entrance. Part of her role is to work closely with all staff, outside agencies and other organisations to improve opportunities for our children and their families.

13. Who can I contact for further information?

We hope to resolve, any complaints you may have, which in the first instance should be directed to the Head Teacher. In most cases, we find that complaints can be dealt with successfully at this level. However if this is not possible, please see the complaints policy on the school website.

This report details our annual offer to learners with SEN. To be effective it needs the views of all: Parents/carers, pupils, governors and staff.

If you have any comments, please contact Mrs C. McDougall (SENCo)