

What kinds of special educational needs do we provide for?

At Lancaster Lane, we welcome all children with Special Educational Needs or Disabilities (SEND) and provide support for a variety of complex needs, in line with SEND Code of Practice (2014). The broad spectrum of needs we cater for at school include:

- Learning Difficulties (in acquiring basic skills in school. This can be moderate or severe.)
- Social, Emotional or Mental Health Difficulties (making friends, relating to adults or showing inappropriate behaviours in school).
- Specific Learning Difficulties (with reading, writing, number work or understanding information etc).
- Sensory or Physical Needs (such as hearing impairment, visual impairment or physical difficulties that affect the child accessing the curriculum).
- Communication Difficulties (problems with expressing themselves or understanding what others are saying).
- Medical or Health Conditions (a medical condition that affects the child's learning).

Often, a child's needs are varied and it is important to remember that he/she does not need to 'fit' into a single category. At Lancaster Lane, we have previously and are currently supporting children with cerebral palsy, Autistic Spectrum Disorder (ASD), dyslexia, dyspraxia, epilepsy, speech and language difficulties, social and emotional difficulties, Attention Deficit Hyperactive Disorder (ADHD) and many more.

How do we identify a child with SEND and how do we assess their needs?

Children are identified as having SEND in a variety of ways. These can include:

- Concerns raised by parents / carers.
- Concerns raised by teachers or support staff.
- Children identified as performing below their expected age.
- Assessments/results from outside agencies e.g. Specialist teachers, Educational Psychologists, School Nurse, Speech and Language Therapists and Occupational Therapists.

Identifying SEND as early as possible is important to us at Lancaster Lane so that we can provide the best support to children from an early age. We have excellent links with agencies and with their help, monitor and assess SEND frequently in order to help children progress. Our staff is devoted to providing in class support/provision where appropriate and work closely with the Special Educational Needs and Disabilities Coordinator (SENDCo) and outside agencies to put effective individual support plans in place.

Who is the SENDCO and how can we contact them?

Our school SENDCo is Miss Watson. She currently teaches in Reception at Lancaster Lane. Miss Watson is always available for informal chats before or after school, or through a planned meeting. She can be contacted by visiting the school office or by telephoning the school on 01772 433641.

How do we assess and review the progress? How do we involve parents and consult with them about their child's education?

Miss Watson (SENDCo) oversees all assessment and support of children requiring additional support across the school. As stated in the SEND Code of Practice 2014, parents / carers must be included in supporting our children with SEND and at Lancaster Lane, we work alongside them to give the best support. Targets achieved through Individual Pupil Plans (IPPs) are sent home termly to update parents. IPP work is not required to be carried out at home, yet many parents enjoy consolidating previously met targets at home. IPPs are reviewed weekly and new targets are set (where appropriate). Where appropriate, bespoke behaviour targets are updated weekly too. Any specific reward systems being used for individual children are discussed and passed on to parents / carers to encourage consistency at home and at school.

As specified in the SEND Code of Practice (2014), parents / carers are invited to all relevant meetings concerning their child and are passed on copies of any assessments and reports regarding their child. The SENDCo ensures parents / carers are familiar with any terminology being used and is more than happy to talk through reports provided by professionals. Regular meetings between the SENDCo, outside agencies and parents / carers take place in school when a Common Assessment Framework (CAF) has been opened and again targets are made explicit to parents.

The SENDCo and class teachers are happy to discuss the progress of children with SEND during Parent's Evenings, planned meetings or informal chats. We are very welcoming at Lancaster Lane and encourage parents to speak to us about any concerns they may have about their child with SEND. A formal report is also given to parents at the end of every academic year and formal academic assessment carried out termly.

How do we involve and consult the children about their education?

Local authorities must ensure that children with SEND are kept involved in decision making (SEND Code of Practice 2014), and at Lancaster Lane we ensure this is done through a variety of ways. These can include:

- ✓ During interventions – the children may be asked to comment on how they think they are getting on with specific targets and to give advice on what has helped them to learn best (age appropriate).
- ✓ If your child has an Education, Health and Care Plan (EHC) - their views will be sought during annual review meetings when appropriate.
- ✓ School Council – weekly meetings give all children the opportunity to share their views in school and suggest recommendations.
- ✓ Sharing good relationships with the class teacher and support staff – children with SEND are regularly informally asked to self assess and evaluate the particular difficult they are experiencing and suggest ways that will help in the future.

How do we support our pupils with SEND as they move on to high school or move to another school?

When children with SEND move on from Lancaster Lane, we ensure they are fully supported by arranging additional visits, if necessary. The SENDCo can arrange for supporting TAs to accompany parents and children on visits to look round possible secondary schools in order to select the most suitable school for the child.

We liaise closely with staff when transferring children to different schools, ensuring that all relevant paperwork is passed on and all needs discussed and understood. Children with and EHC plan will be further supported by a Transition Review meeting with relevant staff from the receiving school.

What is our approach to teaching children with SEND?

In line with the SEN Code of Practice (2014), children with SEND are taught through a differentiated curriculum, targeted support groups and 1:1 interventions, where appropriate. The class teacher will oversee, plan and work with each child with SEND in their class to ensure progress is made. Individual Pupil Plans (IPPs) are put in place to ensure specific targets are being set for the children and these are regularly reviewed. Each class is supported by at least one Teaching Assistant (TA) and a provision map (set out by the class teacher) will state the support given to children with SEND by all adults working in the class. Advice provided by professionals is integrated into the provision map and plans provided by outside agencies are closely followed.

As with all children in school, children with SEND are assessed on entry and rigorously tracked through school. Our tracking system ensures that every child reaches their full potential across the curriculum. Early identification of needs at Lancaster Lane ensures support is being given as soon as possible and has a positive effect on tracking.

How do we adapt the curriculum and the learning environment for children with SEND?

The learning environment for children with SEND is extremely important to us at Lancaster Lane. We offer a stimulating setting for all types of learners including visual, auditory and kinaesthetic. Classrooms offer visual aids, labelled resources and accessible materials to provide vital support for your child.

Teaching and learning is delivered in a variety of ways at Lancaster Lane.

1. Class teacher input via excellent targeted classroom teaching (Quality First Teaching)

For your child this would mean that:

- ✓ The teacher has the highest possible expectations for your child and all pupils in their class.
- ✓ All teaching builds on what your child already knows, can do and can understand.
- ✓ Different styles of teaching are in place so that your child can be fully involved in their learning and have full access to the curriculum.
- ✓ Specific strategies (which may be suggested by the SENDCo) are in place to support your child.
- ✓ Assessments take place regularly and if a concern rises regarding your child attainment, you are informed, and where necessary, support and/or strategies are put in place to address these concerns.

2. Interventions

Your child may have specific interventions in school. These are additional teaching sessions to boost your child's attainment in a particular subject, or additional support to help your child with other issues that impact on their learning or well-being. Interventions are delivered by either the class teacher or a trained Teaching Assistant.

A pupil identified by the class teacher or SENDCo as needing some extra specialist support in school may also receive support from a professional outside of school. The specialist professional will work with your child to understand their needs and make recommendations, write a report and/or provide advice. Any such referrals/requests for support are always completed in consultation with parents, and any subsequent reports or advice shared with you. Advice/support of this type will help the school and you to understand your child's particular needs better and hopefully enable all those concerned to support them more effectively.

School can request support from the following agencies/services: I.D.S.S. (Inclusion & Disability Support Service), Educational Psychologist (E.P.), Speech and Language Therapy, Occupational Therapy, Child and Adolescent Mental Health Service (C.A.M.H.S.), Counselling, Golden Hill (behaviour support), Paediatrician and the School Nurse.

3. Specified Individual Support

This type of support is usually necessary for children whose SEND needs are severe, complex and lifelong and who have an Education, Health and Care Plan (EHCP). This means your child will have (after guidance from the SEND Code of Practice 2014 and Local Offer) been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups; children with an EHCP often have profound and complex needs in a number of areas and require support to access the curriculum.

For your child this would mean:

- ✓ The school (or you) can request that the Local Authority carries out a formal assessment of your child's needs. This is a legal process which sets out the amount of support/specialist input that needs to be provided for your child should the Education and Health Care Plan (EHCP) assessment be successful. An EHCP has taken the place of Statements of Special Educational Needs (see SEND Code of Practice 2014).
- ✓ The EHC Plan will outline recommendations as to the level and type of support your child needs, and what strategies should be put in place to address those needs. It will also have long- and short-term goals for your child.
- ✓ Individual work stations may be provided to enable children with attention and concentration difficulties to engage in their learning effectively.
- ✓ Specific support arrangements are made during formal tests such as SAT's for those children with additional needs to ensure equality of access. Individual children may have additional time, a TA to scribe or read for them, according to individual needs.

How are the staff trained and kept up to date? If we need more expert help and advice, what do we do?

One of the SENDCo's duties is to support the class teacher should they have any concerns about SEN children in their class. The school provides training and support, where required, to enable all staff to have an effective role in the teaching and learning of all children, including those with SEND. This includes whole school training on SEND

issues, such as Autistic Spectrum Disorder and managing behaviour.

- ✓ The SENDCO regularly attends 'SENDCo Cluster Group' meetings to ensure that current policies and practices are up to date and in line with the SEND Code of Practice 2014.
- ✓ The SENDCO regularly leads staff meetings and TA meetings, to ensure that all staff are following current practices.
- ✓ TAs who support children with Language and Communication Difficulties regularly attend Speech Therapy training in order to effectively deliver Speech Therapy programmes to individual children.
- ✓ Specialist teachers are employed by the school to provide advice and strategies to best support individuals with a variety of special needs and disabilities including Autistic Spectrum Disorder / Asperger's; Severe Learning Difficulties; Moderate Learning Difficulties; Dyslexia; Physical Disabilities; ADHD and Social, Emotional and Mental Health Difficulties etc.

How do we know if what we provide for the children is effective?

Provision is monitored closely at Lancaster Lane and is done so in the following ways:

- ✓ Your child's progress will be continually monitored by his / her class teacher and verbal or written feedback is given from the teacher, parent or pupil. Their progress will be reviewed formally, through termly tracking meetings with the class teacher, Senior Leadership Team and SENDCO.
- ✓ At the end of each Key Stage (i.e at the end of Y2 and Y6) all children are currently required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- ✓ Children in receipt of SEND support also have an Individual Pupil Plan (IPP). The targets set out in these are also assessed regularly and new targets set. If a child has not met a target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure that the child does make progress. The purpose of an IPP is to accelerate learning and close the attainment gap.
- ✓ The progress of children with an EHCP will be formally reviewed at an Annual Review, where all the adults involved in supporting them are invited to participate and comment on their progress.
- ✓ Book scrutinies and lesson observations take place in school to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- ✓ Children are asked to comment on their own progress, and the learning and support that they receive. This is important to us as we want our children to be fully engaged in their learning, and to feel challenged, but comfortable with the targets that are set.
- ✓ The progress of all groups, including those with SEND provision, is identified and evaluated using LSIP and Raise online. These tracking tools are used by the Senior Leadership Team to monitor and evaluate provision and its impact.

How are children with SEND enabled to take part in all the activities available at school?

Many extra – curricular activities are on offer at lunchtime and after school. Children with additional needs are encouraged to join in with these clubs, and can be supported at no extra cost to the family, to allow them to join in safely. We ensure that all children feel included and go out of our way to adapt activities to suit the needs of all children.

How do we support children with emotional and behavioural difficulties?

At Lancaster Lane, we recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

Lancaster Lane are proud to be a caring and nurturing school. All classes follow a structured PSHE (Personal, Social, Health and Economic Education) curriculum to support this development and all staff go out of their way to ensure children feel emotionally stable and happy in school. We use positive reinforcement and promote whole class and individual reward systems for children who may need it.

For those children who find aspects of this difficult, or require support, we offer:

- ✓ Social Skills groups that are delivered by teaching assistants trained in this area.
- ✓ Support in class through structured Individual Behaviour Plans, where appropriate.
- ✓ Support at lunchtime through designated individuals of the Welfare Staff, where appropriate.
- ✓ Children's Counsellor – a counsellor can visit school if it is felt by both, parents/carers and school that this would benefit the child.
- ✓ A full time Pastoral Support Worker within school.
- ✓ A Family Support Worker within school.
- ✓ If your child still needs extra support, with your permission, the SENDCo can access further help from outside agencies, such as the Educational Psychologist.

How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?

All staff at Lancaster Lane hold excellent relations with the children and ensure they feel comfortable in their surroundings. Children are encouraged to speak to members of staff about any worries or concerns and make children aware that any problems should be shared with an adult.

Where appropriate, we also use 'Buddy Systems' in school to ensure no child is feeling left out or isolated. Staff are quick to spot any issues and problems are dealt with efficiently.

How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children?

The SENDCo has a good working relationship with local services and organisations that support our children with SEND. In line with the Code of Practice (2014), agencies, along with parents / carers, regularly attend meetings and offer their support through Individual Care Plans and close monitoring and assessment of your child.

Outside organisations are used as vital support at Lancaster Lane for children with SEND and regular advice is sought when needed. For example, Lancaster Lane pay for the support of an Educational Psychologist once a term and for the involvement of a Speech and Language Therapist whenever it is required. It is important that the whole team around your child works closely together.

What arrangements do we make for supporting children who have SEN and are in the care of the local authority?

School has close links with Social Workers and we meet regularly with the team around the family to ensure appropriate support is in place. Care Review Plans are regularly updated and information is passed to members of staff on a need to know basis.

What should I do if I have a concern or complaint about the provision for my child?

The first point of contact would be your child's class teacher to share your concerns. You could also arrange to meet with the SENDCo or the Head teacher. Please find both the Special Educational needs and Disabilities Policy and Complaints Procedure Policy on our school website.

Where can I find information about the authority's Local Offer?

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/>