



Lyng Church of England Primary School

SEND information Report 2018-19



Introduction

Welcome to our SEND information report, which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities. This forms part of our school SEND policy. All governing bodies have a legal duty to publish information on their website about the policy for SEND and this must be updated annually.

SEND Coordinator (SENDCo) : Mrs Helen Watson
Governor for SEND: Mrs Janet Cummings

At Lyng CE Primary School we aim to meet the needs of all children. Our school vision is :
Together within our church school family, we sow the seeds of success, to grow happy confident individuals who become life-long learners, believing in themselves and aiming high.

Through our approaches to learners with SEND, we aim to

Enable all children to be successful learners who achieve their personal best and make good progress during their time at Lyng CE Primary School.

Help children become confident in their self -esteem and capacity to learn.

Build effective partnerships with families and the wider community.

We

- Are friendly and caring school, and value each individual, recognising their strengths and contribution, whilst seeking to able each to achieve the best they can and reach their goals, whatever their level of need or disability.
- Work to a high standard, and through quality first teaching for all learners with teachers using arrange of methods to meet learning needs.
- Have access to Specialist support services through referral (such as Speech and Language; Autism Support; Educational psychologist , school health)
- Are part of the Reepham Cluster of schools who work together for pupils with SEND
- Employ a collaborative approach with learners, their families and professionals

Identification of SEND

At different times in their school career, a child may have an additional learning need. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:
[a] have a significant difficulty in learning than the majority of others of the same age: or
[b] have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

At Lyng CE Primary School, a child may be identified as having SEND after the following:

- Liaison with preschool/previous primary school
- Child performing well below age expected levels; very slow or no progress
- Concerns raised by Parent
- Concerns raised by Class Teacher
- Liaison with external agencies
- Diagnosis through paediatrician

Information will be gathered from teacher knowledge of the child, pupil progress meetings, school assessments, and parents' meetings in order to determine whether a child is considered to need special educational provision to enable them to make good progress.

If a child is identified as having SEN, the school will provide support that is *additional to or different from the usual differentiated curriculum*. Only those with a learning difficulty that requires special educational provision will be identified as having SEN. These pupils will be identified on the school's SEN register.

Special educational needs and provision can be considered as falling under four broad areas

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



Current profile of SEND at Lyng

There are 16% pupils with SEN (some children may have more than 1 area of need)

Communication and interaction inc speech and language: 5

Cognition and Learning: 8

Social, mental and emotional health :3

Sensory and or Physical : 3

What should I do if I think my child has special educational needs?

Firstly contact your child's class teacher, the school SEND Coordinator /Head teacher. There is no need to wait until parents' evenings or written reports. You can make an appointment to meet with your child's class teacher at a mutually convenient time to discuss concerns you have.

Support for learners identified with SEND

Once a learner is identified as requiring support that is *additional to or different from* normally provided high quality differentiated teaching, we follow a four stage process:

Assess- this involves taking into consideration all the information from discussions with parents/carers, pupil, class teacher, assessments

Plan- this stage identifies the barriers to learning, intended outcomes and support to be provided. This will be recorded on an IEP (Individual Education Plan) which will form the basis of termly – or more frequently if appropriate -meetings , and as part of parent/ teacher consultation meetings)

Do- provision of the support as set out in the plan

Review- measure the impact of the support provided and consider whether changes need to be made, informing the next cycle if necessary. Those involved-parents/ carer, pupil, class teacher and SEND Coordinator, contribute to the review. Meetings are held regularly between class teachers/ TAs and Pupil Progress meetings with the class teacher/ HT to discuss the progress of learners.

Our teachers use a variety of strategies tailored to meet a child's needs including:

- Visual timetables, writing frames, positive behaviour rewards system
- Additional resources/ programmes (such as Sound Discovery, Catch up, visual overlays, writing slope)
- Intervention in class, or another area of the school, in a small group or 1-1.
- Support Staff

For some children, we may want to seek advice from specialist teams. In our school and cluster, we can commission support from :

- Educational psychologist
- Advisory Support
- Speech and Language Therapist
- Sensory support
- Autism support
- School Health
- Benjamin Foundation
- Camhs

Whilst the majority of children will have their needs met with School Support, a learner with very high needs may require an Education Health Care Plan (EHCP) which has replaced a 'Statement of Special Needs'.

Staff training and expertise

We aim to keep our teaching staff well trained. The majority of staff are Norfolk Steps trained, with training planned for newer staff.

We have staff trained in a range of 'catch up' programmes.

Recently staff training has covered:

Autism; Sensory Processing; Sensory Processing with Attachment disorder

Funding

Funding comes directly from the Local Authority to support the needs of learners with SEND. The school can apply for Local Authority 'top up' funding for High Needs learners who require a high level of support, and are likely to have an EHCP. Each school is required to apply for additional funding for individual children.

Assessing the impact of support

Learners' progress is continually monitored by the class teacher.

Learners receiving SEN School Support will have an IEP, which will be reviewed with parental involvement at least termly.

Should progress be less than anticipated, the frequency, or type of intervention may be adapted. Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from specialist teams/ external professionals, with parental consent.

The progress of children with a statement of EHCP is also formally reviewed at an Annual Review with all adults involved with the child's education, and taking into account the views of the learner.

Class teachers may also keep parents/ carers informed via informal charts, home/school contact books, letters, reports, additional meetings as required.

Transitions

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Starting in the Reception class.

- When children join our school in Reception, the class teacher will meet and visit new pupils in their setting and meet parents during the term prior to starting in September.
- Discussion takes place between the pre- school setting and our school to ensure that we understand the specific needs of children due to join us, and that records are passed on. The class teacher will attend relevant meetings (eg EHCP reviews) prior to the child starting school, where possible.
- Children due to join the school into the reception class will visit the school on several occasions. If appropriate, we will arrange for additional visits to our setting for learners identified with SEND.
- Resources will be provided to enable a smooth transition (eg pictures of the school, class and staff)

Moving between schools

- If a child is moving to another school we will contact the new school SEND Co and ensure he/she knows about any special arrangements or support that needs to be made .
- We will make sure that all records are passed on as soon as possible.
- If possible, and if appropriate, we will arrange for staff from the new school to meet the child at our school prior to a move.

Moving up to the next class

- When moving classes within school, all information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place between the current and new teacher.
- All IEPs will be shared with the new teacher.

Moving to High School

- In Year 6, the SENDCo and class teacher will discuss the child's specific needs with the SENDCo from their new high school. This may include creating a 'Personal Passport' which includes information about themselves for their new school
- All records are passed on as soon as possible.
- Children will visit their new school for a least 1 whole day (usually two) with the rest of the year group. If appropriate, we will arrange for additional visits to the new setting.
- Staff from the new school will visit SEND pupils in this school.

Opportunities for all learners

Our school is committed to making reasonable adjustments to ensure participation for all learners within the curriculum and with extra –curricular activities. Please see the SENDCo to discuss specific requirements.

Have your say

To continue to shape our provision for children with SEND , we need the views of parents/carers, staff and governors. If you have any comments about this document or relating to the provision provided by the school, please speak to the SENDCo.

We ask that parents/ carers will engage with the school and other professionals to ensure the best possible progress for their child.

Useful Links

SEN in Norfolk www.norfolk.gov.uk/SEN

Parent Partnership www.norfolkparentpartnership.org.uk

National SEND Code of Practice 0-25 years www.gov.uk/government/publications/send-code-of-practice-0-to-25