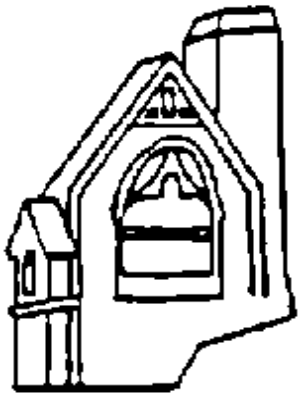
LIONEL WALDEN PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT (2018-2019)

Updated: April 2019
Review Date: September 2019

Special Educational Needs and Disability

Information Report 2018-2019

Introduction

Welcome to our Information Report which is part of the Cambridgeshire Local Offer for children with Special Educational Needs and Disability. All governing bodies of maintained schools have a duty to publish information on the school website about the implementation of the school policy for pupils with Special Educational Needs and Disability (SEND). This information is updated annually. Cambridgeshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority (LA) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

We value all members of our school community. Our Information Report has been produced with pupils, parents and carers, governors and members of staff. We welcome your comments.

All schools are supported to be as inclusive as is practicable, 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**
- **Sensory and Physical Needs.**

What is the Local Offer?

The LA Local Offer

- The *Children and Families Bill* became law in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disability (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School SEND Information Report

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

Our Approach to teaching children with SEND

At Lionel Walden Primary School, we ensure that all pupils are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

We have effective management systems and procedures for SEND taking into account the Code of Practice (2014).

We have successful communication between teachers, children with SEND, parents of children with SEND and outside agencies.

We acknowledge and draw on parents' knowledge and expertise in relation to their own child and the children are encouraged to take an increasingly active role in their review cycle.

We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school and to ensure that all support is of high quality.

We have an effective review cycle that allows us to monitor, review and plan for next steps of development.

We ensure that consideration for SEND crosses all curriculum areas and all aspects of teaching and learning.

Identifying the Special Educational Needs of Pupils

At different times in their school life, a child or young person may have a Special Educational Need. The code of practice 2014 defines SEND as follows:-

"A pupil has SEND if they have a learning difficulty or 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-16 institutions."

Where a pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has a special educational need. Following discussions with the child and the child's parents or carers, the teacher will gather information and seek further support.

There can be many reasons for children falling behind. These may include absences, attending lots of different schools, difficulties with speaking English or worries that distract them from learning. Schools understand that children who experience these barriers to learning

are vulnerable. This does not mean that all vulnerable children have SEND. Only those with a learning difficulty that requires SEND provision will be identified as having SEND.

2016/2017 SEND Profile

Number of children with SEND – 25; 10% of the total school population;

Number of statements/EHC Plans – 2; 8% of the number of children with SEND;

44% of children with SEND linked to Cognition and Learning (maths, reading, writing, spelling etc) – 11 children;

28% of children with SEND linked to Communication and Interaction (speech and language difficulties and problems with social interaction) – 7 children;

4% of children with SEND linked to Physical and Sensory (disabilities such as those affecting mobility, sight and hearing) – 1 child;

24% of children with SEND linked to Social, Emotional and Mental Health Difficulties (ADD, ADHD, Attachment Disorder, eating disorder anxiety and depression) – 6 children.

2017/2018 SEND Profile

Number of children with SEND – 16; 7% of the total school population;

Number of statements/EHC Plans – 3; 19% of the number of children with SEND;

38% of children with SEND linked to Cognition and Learning (maths, reading, writing, spelling etc) – 6 children;

19% of children with SEND linked to Communication and Interaction (speech and language difficulties and problems with social interaction) – 3 children;

13% of children with SEND linked to Physical and Sensory (disabilities such as those affecting mobility, sight and hearing) – 2 children;

31% of children with SEND linked to Social, Emotional and Mental Health Difficulties (ADD, ADHD, Attachment Disorder, eating disorder anxiety and depression) – 5 children.

2018/2019 SEND Profile

Number of children with SEND – 23; 10% of the total school population;

Number of EHC Plans – 2; 9% of the number of children with SEND;

30% of children with SEND linked to Cognition and Learning (maths, reading, writing, spelling etc) – 7 children;

26% of children with SEND linked to Communication and Interaction (speech and language difficulties and problems with social interaction) – 6 children;

17% of children with SEND linked to Physical and Sensory (disabilities such as those affecting mobility, sight and hearing) – 4 children;

26% of children with SEND linked to Social, Emotional and Mental Health Difficulties (ADD, ADHD, Attachment Disorder, eating disorder anxiety and depression) – 6 children.

Your Child has Special Educational Needs or a Disability - What can Lionel Walden Primary School offer you?

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

The new legislation has identified **thirteen frequently asked questions** about how we can support your child:

1. **Who are the best people to talk to about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?**

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 and Disability Co-ordinator (SENDCo) know as necessary.
- Writing Pupil Progress targets/Individual Education Plans (IEPs), based on their progress, identified needs and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalized teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo: Mrs S A Barnard-Taylor

Responsible for

- Developing and reviewing the school's SEND Policy.
- Co-ordinating all the support for children with Special Educational Needs or disabilities (SEND).
- Ensuring that you are:-
    i. involved in supporting your child's learning;
    ii. kept informed about the support your child is getting;
    iii. involved in reviewing how they are doing.

- Liaising with all the other services who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Headteacher: Mrs S A Barnard-Taylor

Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The Governor for SEND: Mrs V Cronin

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.

School contact telephone number: 01354 740405

2. **<u>What are the different types of support available for children with SEND in our school?</u>**

   If a child is identified as having SEND, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching intended to overcome the barrier to their learning. This support is set out in the school's whole school provision map.

   When providing support that is 'additional to' or 'different from', we engage in a four-stage process - Assess, Plan, Do, Review - as part of the graduated response to need.

   <u>Assess</u> - this involves taking into consideration all the information from discussion with parents or carers, the class teacher, the child and assessments.

   <u>Plan</u> - this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Intervention Plan/IEP and will form the basis of termly review meetings held as part of Parent Consultation meetings and child/staff conferences.

Do - providing the extra support, learning aids or programmes set out in the plan.

Review - measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved contribute to the review. This stage then informs the next cycle. Discussions between teachers and teaching assistants will be held weekly and pupil progress will be monitored by the Senior Leadership Team on a termly basis.

This additional support will be tailored to meet the child's needs and will target the areas of difficulty.

a. 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.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

   Specific group work:-

   Intervention which may be

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

b. Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEND Code of Practice 2014: SEND Support

This means a pupil has been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:-

- Local Authority central services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS).

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a speech and language therapist or educational psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c. Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided previously via a Statement of Special Educational Needs or now by an Education, Health and Care (EHC) plan. This means your child will have 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.

Your child may also need specialist support in school from a professional outside the school. This may be from:-

- Local Authority central services such as the SEND Specialist Services, ASD Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean:-

- The school (or you) can request that Local Authority services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care (EHC) plan. If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

- The EHC plan will outline the number of hours of individual/small group support your child will receive from the LA and school, how the support should be used, and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

3. **How can I let the school know that I am concerned about my child's progress in school?**

   If you have concerns about your child's progress, you should speak to your child's class teacher initially.

   - If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs and Disability Co-ordinator (SENDCo).

   - The school SEND Governor can also be contacted for support.

4. **How will the school let me know if they have any concerns about my child's learning in school?**

   If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:-

   - Listen to any concerns you may have.
   - Plan any additional support your child may need.
   - Discuss with you any referrals to outside professionals to support your child.

5. **How is extra support allocated to children and how do they progress in their learning?**

   - The school budget, received from Cambridgeshire LA, includes money for supporting children with SEND.
   - The Headteacher decides on the deployment of resources for children with Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
   - The Headteacher and the Leadership Team discuss all the information they have about SEND in the school, including:-

     - the children getting extra support already,

     - the children needing extra support,

     - 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 SEND 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.

6. **Who are the other people providing services to children with SEND in this school?**

School provision

- Teachers responsible for teaching SEND groups/individuals on a part-time basis.
- Teaching assistants working in and out of class with either individual children or small groups.
- IT support in the form of writing, spelling, phonics and maths programmes are delivered by teaching assistants in small groups or individual sessions, according to need.
- Teachers and teaching assistants offering support for children with emotional and social development on an individual or group basis according to need.

Local Authority provision delivered in school

- SEND Specialist Services
- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- CREDS (Cambridgeshire Race Equality and Diversity Service)

Health Provision delivered in school

- Community Paediatrician assessment
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS (Child and Adolescent Mental Health Services)

7. **How are the teachers in school helped to work with children with SEND, and what training do the teachers have?**

The SENDCo's role is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This may include whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism Outreach Team (AoT) service and the British Dyslexia Trust.

- Individual teachers and support staff receive training and direct support from specialists, e.g. from SEND Specialist Services and SALT, relevant to the needs of specific children or groups in their class.

8. How will the teaching be adapted for my child with SEND?

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.

- Support staff, under the direction of the class teacher, can adapt 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 where needed.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

9. How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally by the Leadership Team every half-term in reading, writing and numeracy.
- Every child's progress and attitudes to learning are assessed annually through PIPS tests which identify progress and long term attainment aims.
- 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 using Standard Assessment Tests (SATS). This is something the Government requires all schools to do and are the results that are published nationally.
- Where necessary, children will have an IEP based on needs identified in school with the child's parents or based on targets set by outside agencies specific to their needs. Targets are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with an EHC plan will be formally reviewed at an Annual Review with all parties involved with the child's education and wider progress.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- Class teachers test spellings and mental maths skills including times tables weekly and may also use a range of assessment devices to inform their planning.

10. What support do we have for you as a parent of a child with SEND?

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 that 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.
- All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report.
- Personal progress targets such as IEPs will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- 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.

11. How is Lionel Walden Primary School accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- The school is on one level with easy access and double doors.
- Outside facilities can be accessed by a sloping path alongside steps.
- There is a disabled toilet, shower area and changing facilities.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- Before and after-school provision at The Lions' Den is accessible to all children, including those with SEND.

Opportunities for enrichment

- Extra-curricular activities are accessible for children with SEND. We believe that all children are entitled to the same access to extra curricular activities and are committed to making reasonable adjustments to ensure participation for all. This includes the opportunity to take part in one residential trip whilst at Lionel Walden School.

12. How will we support your child when they are joining this school? Leaving this school? Moving on to another class?

We recognize that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is a smooth as possible.

If your child is joining us from another school:

- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning discussion will take place with the SENDCo from the new school.

- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEPs will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Where it is helpful, increased opportunities for your child to interact with the new class teacher will be arranged.

In Year 6:

- The SENDCo and class teacher will discuss the specific needs of your child with the SENDCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your 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.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- An enhanced transition process is available with the support of the secondary providers and can be tailored to best meet each child's need.

13. **How will we support your child's emotional and social development?**

We recognize 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 and anxiety.

All classes follow a structured PSHE (Personal, Social and Health Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer-

- In school, intervention programmes are run as needed.
- Planned opportunities to work and play in groups or with partners and around school responsibilities, supported by experienced TAs, for children to learn how to co-

operate with one another in a small group and be responsible for looking after a living or shared environment.
- Lunchtime and playtime support through planned activities and groups.

If your child still needs extra support, with your permission, the SENDCo will access further support from outside agencies through the EHA (Early Help Assessment) process.

This report is updated annually. To be effective it should represent the views of all involved parties - parents/carers, children, governors and staff.

If you require any further information, please contact Mrs Barnard-Taylor (Headteacher/SENDCo) through:-

Email: office@lionelwalden.cambs.sch.uk

Telephone: 01354 740405

Or in person.

Links and Contacts

Cambridgeshire Local Offer - www.cambridgeshire.gov.uk/send

Community Educational Psychology Service - Noble House, St Thomas Place, Ely, CB7 4EX – 01353 612803 – www.cambridgeshire.gov.uk/send

Statutory Assessment and Resources Team – Scott House, 5 George Street, Huntingdon, PE29 3AD – 01480 372600 – www.cambridgeshire.gov.uk/send

Glossary

SENDCo - Special Educational Needs and Disabilities Co-ordinator. Some schools appoint an Inclusion Officer who has a similar role.

EHCP - Education, Health and Care plan (which replaced Statement of Special Educational Need)

SALT - Speech and Language Therapist

ASD - Autistic Spectrum Disorder or **ASC** - Autistic Spectrum Condition

STT - Specialist Teaching Team

EP - Educational Psychologist

LA – Local Authority