



LINCEWOOD PRIMARY SCHOOL

SEND INFORMATION REPORT

Contact details:

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SEND Information Report for Lincewood Primary School

At Lincewood Primary School we are committed to working collaboratively to provide the best opportunities for our children. We have the highest expectations of our children's achievement and see every child as an achiever. We are always striving for excellence in everything we do. We are an inclusive school who will provide a broad and balanced curriculum for all of the pupils within our setting. Our aim is to ensure that our children develop independence and are confident life-long learners.

Our curriculum includes wide and varied learning experiences for our children. We enrich this with our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. We are committed to developing the whole child. All of our children will have the opportunity to be creative, to be physically active and to be academically challenged. We are continually reviewing and improving the curriculum we offer to our children.

What is the Local Offer and what is the School SEND Information Report?

The Local Offer provides information on services children and families can expect from a range of local agencies. Knowing what services are available gives more choice and more control over what support is right for the child. The Essex Local Offer can be found on the Essex County Council Website below.

<http://www.essexlocaloffer.org.uk/>

Each school is required to provide information for parents on how they support children and young people with SEND within their setting. This SEND Information report is published on our website and a hard copy is available from the school office. It is reviewed on an annual basis.

SEND we provide for:

The Special Educational Needs and Disability (SEND) information report is written in line with the requirements of the Children and Families Act 2014 and the SEN Code of Practice 2015. We cater for all of the broad areas of need discussed in the SEN Code of Practice.

These are:

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

Your child has Special Educational Needs. What can we at Lincewood Primary School offer you?

At Lincewood Primary School we embrace the fact that every child is different and therefore the educational needs of every child are different. The SEND Code of Practice highlights the rights of all children and young people to receive an appropriate education, with opportunities to achieve their goals and aspirations. Therefore, the SEND Code of Practice makes it clear that children are only identified with SEND if they do not make adequate progress once they have received interventions and adjustments alongside personalised teaching that we provide.

At Lincewood Primary School we believe in High Quality Teaching where every child is included within the classroom and targeted differentiated learning is used to meet the needs of all children. High quality, inclusive teaching is about meeting the needs of everyone in the classroom and having high expectations for all pupils, this includes those with SEND needs.

Our approaches to learning and staff training ensure that all pupils are able to engage fully in activities. We make 'reasonable adjustments' within our school, classrooms and setting to ensure that all children achieve to a high standard. Our aim is for each individual in the school community, regardless of SEND, gender, race, culture and background, to reach their full potential in an inclusive environment where happiness and security are a priority.

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All clubs, trips and activities offered to pupils at Lincewood Primary School are available to pupils with special educational needs either with or without an EHCP. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

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

Children who do not make expected or accelerated progress during high quality teaching or on an intervention, will be monitored and assessed by the school SENCo, which could lead to them being added to the SEND register (SEN support). The progress that a child must show in order to be categorised as SEND is as stated below:

- significantly slower than that of their peers, starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

When a teacher has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher may raise this with you at a Parent Consultation meeting or will call you in for an informal discussion. Concerns may also be raised at pupil progress tracking meetings, which take place every term between each class teacher, Phase Leaders and the Senior Leadership Team to ensure all children are making good progress.

We will discuss with you

- any concerns you/we may have, including feedback from monitoring and observation notes, interventions, and reports from involved outside agencies
- What support is needed, what the specific barriers to learning are and to understand why a pupil may not be making progress
- Any further interventions or referrals to outside professionals to support your child's learning
- How we could work together to support your child at home/school.

If a child is identified as needing SEND support the class teacher, working collaboratively with the SENCo, will carry out a clear analysis of the child's needs.

This draws on:

- teacher assessment, their experience of the pupil, previous attainment and behaviour.
- the child's development in relation to peers and nationally agreed outcomes.
- Parents' views and experiences
- Pupil views and experiences

Other methods of assessment may include:

- checklists for ADD, ADHD provided by the paediatrician, eg. Conners Rating Scale
- screening tools for Speech and Language difficulties or ASD
- SDQ checklist for children with social and emotional difficulties
- a range of standardised assessments for literacy and numeracy
- advice from external support agencies

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

The Graduated Approach to SEND:

Alongside the school assessment system, Lincewood Primary School follows 'The Graduated Approach' to SEND. Where a child has been identified as SEN support or has an EHCP, the school will implement the four-stage cycle of 'Assess, Plan, Do, Review' as part of the graduated approach. We believe that the emphasis in the SEN Code of Practice is on **every** teacher being responsible for **every** pupil and therefore

this system of support ensures that there is flexibility around the implementation of provision for each child.

1. **ASSESS:** Draw on information from high quality teaching, views of the child and parent(s)/carer(s), external services etc. Assess against SEND criteria.
2. **PLAN:** Teacher, SENCo, parents/ carers, pupil agree interventions and support/expected outcomes. Record using one planning.
3. **DO:** Implement one planning. Class teacher remains responsible for working with the child on a daily basis and assessing the impact of the plan. Parents/carers are responsible for completing set reading, times tables, spelling and homework set weekly.
4. **REVIEW:** Impact assessment, along with views of parents/carers and pupil used to review overall impact of support. Revise plan in light of the outcomes.

How will the school measure the progress of my child? And how will I know about this?

Your child's progress and the impact of intervention and support on this progress is continually monitored by his/her class teacher. When evaluating the impact on pupil progress the SENCo works closely with the class/ set teacher, alongside the parents/carers and pupils to revise support for the child in light of changes in need and development. This review is a continuous process, but termly meetings occur. The parents of children who have been identified as needing SEN Support have an opportunity each term to discuss their children's learning outcomes and progress with the class teacher and SENCo and plan for the future at a One Plan review meeting. This meeting is longer than the traditional Parent Consultation meeting to allow sufficient time to discuss your child's needs.

In the instance that a child has an Education Health and Care Plan (EHCP), an additional formal review of the plan is carried out every 12 months and involves parents, the child, involved external professionals and the class teacher alongside the SENCo to carry out the review and implement revised or additional strategies of support. If we feel the review needs to be carried out sooner, we will.

Our SEND governor liaises with the SENCo to monitor the attainment and progress of pupils with SEND twice yearly. The rest of the governing body monitors the impact for children with SEND as part of the school population. Regular evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

What do we offer in terms of Additional Curriculum/ Extended Provision?

To enhance the learning opportunities that we create at Lincewood Primary School we also carry out a range of interventions to support the individual needs of the children we teach. Each of our interventions are chosen based on the child's specific needs. Some of these include:

- Speech and Language Interventions including Colourful Semantics, Talk Boost, Time to Talk, Socially Speaking
- Word Aware pre-teaching and reinforcement of vocabulary
- Speed Up! handwriting
- Catch Up reading, Spelling Frame, Spellwise
- Wave 3 maths, Numicon Closing the Gap
- Magic Minutes (Precision Teaching)
- Gym Trail
- Alternative recording methods such as Clicker or voice activated dictation

Extra social and emotional needs:

At Lincewood Primary School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance during PSHE (Personal, Social and Health Education) lessons, class time and indirectly with every conversation an adult has with pupils throughout the day. However, 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, anxiety, and being uncommunicative. For these children we can provide:

- Lunchtime and playtime support through planned activities and groups.
- Interventions using schemes such as SMART Thinking, Zones of Regulation, Lego Therapy
- time-out space for pupil to use when upset or agitated (in the sensory room)
- access to our Pupil Support Manager (PSM). She will regularly work alongside class teachers and Learning Support Assistants (LSAs), supporting them with effective strategies to use in the classroom or on the playground, as well as providing support on an individual basis.
- access to our BCCS school counsellor

If your child still needs extra support, with your permission the SENCo will access further support from:

- EWMHS (Emotional Wellbeing and Mental Health Service)
- SEMH panel
- Paediatrician

Who are the other people providing services to children with SEN in this school?

As a school we work closely with Essex County Council and the wealth of professionals they employ to assist us in developing our SEND practices; we are continually completing in-house training to ensure the highest quality of provision is given to all. This includes working alongside the following, to name a few:

- Inclusion Partners
- Specialist Teacher Team for sensory, physical and medical needs
- Educational Psychologist
- School nursing team and health visitor team
- Speech and Language Therapy, Occupational Therapy, Physiotherapy
- Community Paediatricians
- EWMHS (Emotional Wellbeing and Mental Health Service)
- Specialist consultants, eg. GOSH

What support is available for me as a parent of child with SEN/and or disabilities?

We would like you to talk to your child's class teacher regularly to discuss your child's progress or any concerns you may have. This is to ensure that we know what is working well at home and we can tell you about what we are doing in school, so that we are doing similar things to support them both at home and school and can share what is working in both places. All parents/carers at Lincewood Primary School are invited to discuss the progress of their children on 2 parent evenings a year and receive a full written report at the end of the Summer term.

On page 6 we refer to the Graduated Approach to SEND. As a parent/carer who has an SEND child within the school, your termly One Plan meeting or annual review will replace these pupil progress meetings as this provides an extended opportunity to discuss your children's learning outcomes and progress with the teacher and SENCo

All parents have the opportunity to communicate with school on a regular basis via:

- Reading records and home/school communication books
- Appointments with relevant members of staff
- Through parent perception questionnaires
- PFA involvement

The SENCo is also available to meet with you at other times to discuss your child's progress or any concerns/ worries you may have, if needed. In addition, if your child is undergoing an EHCP assessment you can also access the SEND Operations Team or SENDIASS for support (details are on the Essex Local Offer website). They will ensure that you fully understand the process.

A number of parent workshops are offered to parents throughout the year. Some of these are run by school staff, others are from external agencies such as Adult Community Learning.

How does the school listen to the views of children with SEND?

All children participate in PSHE lessons, the school has an active school council and pupils contribute to end of year questionnaires

For children with identified SEND:

- Dependent on the age and maturity of the child, your child will be involved in some way in their One Plan Review. This may be direct attendance and contribution to the meeting, and/or written views contributed on child-friendly documents. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.
- We use a variety of tools to elicit pupil views: children are asked what they enjoy in school, what is important to them now and in the future, what makes a good day or bad day, and whether they have any suggestions as to how to support them. Those pupils unable to express themselves verbally may provide their views through photographic evidence and symbols.

How is Lincewood Primary School accessible to children with SEND?

The school is in the main at ground level with one corridor accessible by 3 steps. The school has disabled toilet facilities. Ramps are fitted to seven exits throughout the school, enabling wheelchair access for all year groups. Access to the swimming pool can be gained using the pool hoist, if necessary. Some staff are trained in lifting, toileting and a variety of medical care needs.

All monies used for specialist equipment is utilised from the SEND budget, EHCP allocated budget or from the pupil premium funds of SEND children.

At Lincewood Primary School pupils with SEND are given equal opportunities to participate in all school activities and roles of responsibility. This includes representation on the school council and school monitors.

How will the school support my child when they are joining this school, leaving this school or moving on to another class?

We value our partnerships with preschools, nurseries, primary schools and secondary schools within our locality and therefore we make links with all schools to ensure children are well prepared for their transition, including within Lincewood. We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

Prior to starting at the school:

- We will invite you to visit the school with your child to have a look around and speak to staff.
- The SENCo will visit pre-schools with the Foundation Stage Leader when appropriate.
- If other professionals are involved, we will meet with you and them or contact them to discuss your child's needs, share strategies, and ensure provision is put in place before your child starts.
- Depending on your child's needs we may suggest extra transition visits or adaptations to the settling in period to help your child to settle more easily.
- For children who would benefit from additional visual support we will provide a photographic 'welcome to Lincewood' booklet

When moving classes within school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. SEND review documentation will be shared with the new teacher. For children with an EHCP and/or more complex needs, there may be a planning meeting and/or specific preparation or training for the new teacher and/or support staff.
- For children who would benefit from additional visual support we will provide a photographic 'welcome to year X' booklet

Moving on:

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.

- If your child is moving to another school, we will contact the new school's SENCo to ensure he/she knows about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible. We make arrangements for staff who have worked with your child to meet new staff.

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Children who might find moving on difficult will attend a small 'transition' group in school, to support their understanding of the changes ahead.
- Where understanding might be difficult your child may visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Glossary of Terms

ADD/ADHD	Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BCCS	Brentwood Catholic Children's Society
EHC Plan / EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EWMHS	Emotional Wellbeing and Mental Health Service
LA	Local Authority
LSA	Learning Support Assistant
PNI	Physical and/or Neurological Impairment
PSHE	Personal, Social and Health Education
PSM	Pupil Support Manager
SALT	Speech and Language Therapy
SEMH	Social, Emotional and Mental Health
SENCO	Special Educational needs Co-ordinator
SEND	Special Educational Needs and/or Disability
SENDIASS	Special Educational Needs and Disabilities Information Advice and Support Service
SDQ	Strengths and Difficulties Questionnaire