

LANERCOST C OF E PRIMARY SCHOOL




SEND INFORMATION REPORT 2018 -2019

School SENDCO is the Headteacher
SEND Link Governor Mrs Karen Reid

APPROVED BY: SAGS Committee

Name: Mrs Karen Reid

Position: Chair of SAGS Committee

Signed: 

Date: 22/3/18

Review Date: March 2019

¹ The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head teacher

² This document must be reviewed annually

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	March 2015
2	Minor word changes to reflect staff skills	March 2016
3	Minor word changes to reflect staff skills	March 2017
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Lanercost C of E Primary School's Governing Body
SEND Information Report, March, 2018

Lanercost C of E Primary School fully includes those pupils with Special Educational Needs (SEND) in this mainstream setting, supporting all children to access a broad and balanced curriculum as well as extra-curricular activities. Every effort is made to respond to pupils' needs and remove any barriers to learning. The school has experience of supporting pupils with a range of special needs including specific learning difficulties such as dyslexia, autism, general learning difficulties, social and emotional difficulties, severe learning difficulties and medical needs. A few of these children have EHCPs [Education and Health Care Plans] or statements of SEND.

Responsibilities for SEND are as follows:

- SENDCO: The Special Educational Needs Coordinator is the Head teacher [A. Clarricoats] who is also the Designated Lead with responsibility for Safeguarding, PPG/LAC funding & meeting the medical needs of pupils.
- The head teacher/SENDCo is responsible for the maintenance of the SEND Register. The SEND Register records those children currently receiving support that is different from or additional to the interventions and adjustments that are usually available in class i.e. children with special educational needs provision.
- SEND Governor: Mrs. Karen Reid. The SEND link governor has an overview of the school's SEND & has regular meetings with the head/SENDCo.
- Each teacher is responsible for the teaching of the children in their charge including SEND children, including pupils accessing support from teaching assistants or specialised staff. This report should be read in conjunction with the school's SEND Policy and the school's contribution to Cumbria's Local Offer. These are available on the school's website as well as from the head teacher.

Identifying SEND: How does Lanercost School know a child may have special educational needs?

Prior to starting school we work closely with feeder nurseries and child minders to identify children with additional needs. For children transferring from another school, we contact that school to gain any relevant information.

Also, we know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.

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

The class teacher is the initial point of contact for responding to parental concerns. The Head teacher is also available

How will the school support my child?

- Each pupil's education programme will be planned by the class teacher, with the support of the head teacher/Special Educational Needs Co-ordinator. It will be differentiated to suit the pupil's individual needs. It will be recorded on an Individual Education Plan [IEP]. Progress and support is reviewed at least every term and the next steps in learning and support planned for.
- Additional help may be provided within or separate to the class; in a small group or on a one to one basis. These interventions will be recorded on the school's provision map (this is a record of the interventions, timings, cost and impact of the intervention).
- Occasionally, a pupil may need more expert support from an outside agency such as a speech and language therapist, educational psychologist etc. This will be fully discussed with you and with your conSENDt, a referral will be made. After assessment from the outside agency, the school and parents/carers are given advice to best support and meet the needs of the child.
- The Governors of Lanercost CE Primary School are responsible for entrusting a named person, Mrs. A. Clarricoats, to monitor Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central Record. The Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the Department of Education [DfE].

How will the curriculum be matched to my child's needs?

- Pupils with special needs have their work differentiated in a variety of ways by the class teacher. This makes it easier to access the curriculum.
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- Children with special needs have an Individual Education Plan (IEP) with targets and strategies set according to their area of need. These are monitored by the class teacher weekly and reviewed with the head teacher/SENDCO at least three times per year. Parents are involved with reviewing IEPs termly and a copy given to them.
- Specialist equipment may be given to the pupil e.g. writing slopes, pen/pencils grips or easy to use scissors if appropriate.
- The teacher may employ additional teaching strategies e.g. for children who easily fatigue or have difficulty concentrating.

How will I know how my child is doing?

- You can speak to your child's teacher.
- You will be involved with the termly review of the IEP to discuss progress.
- You can also discuss your child's progress at Parents' Evenings.
- All children have a yearly report written by their class teacher.
- When appropriate, other arrangements can be made e.g. a home/school book.

How will you help me to support my child's learning?

- The class teacher can suggest or show you ways to support your child. You are very welcome to ask about these. These can be further discussed and reviewed with the IEP each term or half term if necessary.
- Mrs. Clarricoats may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's emotional/behaviour needs.
- When an outside agency is involved, they are able to discuss your child's needs with you and to give suggestions for support and activities that can be used at home.

What support will there be for my child's overall well-being?

- The school offers pastoral support for pupils who are encountering emotional/behaviour difficulties. This can include nurture groups and social groups as well as some individual support when appropriate.
- If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff involved with the pupil.
- Staff have training from the relevant nurse depending on the needs of children in school e.g. for Epipen and asthma.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine ConSENDt Form is in place to ensure the safety of both child and staff member.
- All staff have basic first aid training.
- We work hard to maintain high pupil attendance and promote positive behaviour management strategies throughout the school.

What specialist services and expertise are available at or are accessed by the school?

We have a range of experience and expertise amongst our school staff, including those trained in:
Reading Intervention, Read Write Inc,
Maths Recovery, Numbers Counts
Restorative Practice, and behaviour management
Safeguarding: Levels 1, 2 3 and Safer Recruitment.
Emergency First Aid and Paediatric first aid
Food Hygiene level 1 and 2

At times, we consult with outside agencies to receive more specialised expertise. These may include: an educational psychologist, speech and language therapist, specialist advisory teaching service [eg for autistic spectrum condition, early years, hearing impaired, visually impaired etc.], occupational therapist, physiotherapist, school nurse, Barnardo's Sure Start Centre at Longtown, Child & Adolescent Mental Health Service [CAMHS], East Cumbria Family Support etc.

What training are the staff supporting children with SEND had or are having?

Different members of staff have received training related to SEND. Three members of staff have been trained to deliver Maths Recovery programmes. Two members of staff are trained to deliver Reading Intervention. The head teacher and class 1 and 2 teachers are trained in Read Write Inc., Numeracy Recovery and Restorative Practices. All staff follow the Restorative Practice ethos to managing behavioural issues should they arise. Staff have also had training sessions by medical staff on the correct use and administration of medicines for asthma and EpiPen use.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all;

- Risk assessments are carried out and procedures put in place to enable all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

How accessible is the school environment?

We are happy to discuss individual access requirements. Facilities we have at preSENDt include:

- Ramps and railings into school to make the buildings accessible to all.
- A disabled toilet.
- Doors in the building wide enough to allow for wheelchairs.

How will the school prepare and support my child when joining this school or transferring to a new one?

We want to make the pupil's transition as smooth as possible;

- We work with our feeder nurseries and secondary schools to ensure a smooth transition for all children.
- Mrs. Clarricoats liaises with the SENDCOs from secondary schools to pass on information regarding SEND pupils. For pupils with an SEND statement or Education Health Care Plan [EHCP], secondary SENDCOs are invited to the child's Annual Review meeting in Year 5 as well as IEP review meetings the term before transfer.
- Transition plans are developed for individual children who require them, be it for changing class or changing school. These often include making a Transition Booklet so the child becomes familiar with new staff and routines.
- Discussions take place between the previous or receiving schools prior to the pupil joining/leaving.
- Records are transferred from this school promptly.

- Secondary school staff visit pupils prior to them joining their new school.
- Additional visits to the child's new school are arranged if appropriate e.g. WHS Nurture Group

How are the school's resources allocated and matched to children's special educational needs?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. The Provision Map allows the SEND budget to be monitored for most effective use.

How is the decision made about how much support my child will receive?

These decisions are made in consultation with the class and head teacher. Decisions are based upon teacher assessment, termly tracking of pupil progress and any assessments by outside agencies. If further concerns arise during a pupil's school life due to the pupil's lack of progress or well-being, then other interventions will be arranged.

How will I be involved in discussions about and planning for my child's education?

We encourage all parents to contribute to their child's education. This can be through:

- Discussion with the class teacher both informally and during Parents' Evening.
- Discussion with Mrs Clarricoats or other professionals.
- Reviewing the IEP with the class teacher.

How does the school organise support for pupils with SEND?

Our school has a graduated approach to SEND support. The following information is taken from the school's SEND Policy:

- High quality, differentiated teaching is the first response to pupils causing concern. This involves interventions and adjustments that are usually available in class.
- We regularly review the progress of all children, especially those at risk of underachievement, and reflect on improving our understanding of strategies to support vulnerable pupils.
- This school uses the **ASSESS - PLAN - DO - REVIEW** cycle. Parents are regularly informed of their child's progress. Parents/carers are kept informed of any concerns and support provided for their child as well as outcomes. Concerns raised by parents/carers are also given careful consideration. Children are involved in a manner appropriate to their age and understanding.
- If a pupil's progress continues to cause concern, the class teacher, head and with consultation with parents, may decide to make special educational provision. Careful consideration is given to the 'whole child', and their progress alongside national data and expectations of progress using information gathered from accurate formative assessment.
- For pupils with a higher level of need, a specialised assessment from one or more outside agencies and professionals may be needed eg educational psychologist, speech therapist,

specialist teacher etc. The local authority and other agencies have clear guidelines on the evidence needed for each referral.

- We encourage the involvement and contribution of parents/carers, families and children in the process of ASSESS - PLAN - DO - REVIEW, thus encouraging parents/carers, families and children to be at the heart of decision-making.

Why do children with SEND have an IEP?

- Each child receiving SEND Support has an IEP [Individual Education Plan] that is regularly reviewed each term [more often if needed]. IEPs indicate identified needs, strategies that work for the child [i.e. what effectively removes barriers to learning], and clear outcomes to be achieved within a given time. Strategies are used that promote independence and resilience as a learner.
- IEPs are an element of the ASSESS - PLAN - DO - REVIEW process. The class teacher, head/SENDCo and parent meet to review IEPs, discuss progress towards outcomes and to plan and contribute to the next steps. Pupils are involved in ways appropriate to their age, understanding and in ways that give them confidence and ownership.
- The level of provision is always considered while reviewing the child's IEPs. It may also be considered during Pupil Progress meetings as well as in response to a parent's or child's concern. [Please refer to the school's contribution to the Local Offer.]
- If we are not able to fully meet the needs of a pupil through our own provision arrangements, assessment and advice is sought from the relevant outside agency/agencies once this has been fully discussed with parents and agreed. Pupils are involved in a way that is meaningful to their age and understanding. There is a single referral form that also requires detailed supporting evidence. The specialist concerned can be contacted regarding this.
- The child's needs may be such that the head/SENDCo, parents and external specialists agree that additional funding and support is needed from the LA's High Needs Block. Evidence for this must meet the LA's criteria [in Cumbria's SEND Handbook on the school portal]. Please refer to the LA's statementing officer for this area [Alison Hughes] for a list of required evidence to support the request including the most recent referral/request form.
- Pupils and parents are always encouraged to be active participants in the graduated response and to have their contributions valued.

How else does this school support pupils and families?

- Class teachers and teaching assistants have access to relevant information and reports about the SEND children they teach/support [with an understanding of its confidentiality].
- When outside agencies are involved e.g. educational psychologist, specialist teacher etc., parents are encouraged to work together in partnership with these agencies and school when planning and reviewing their child's progress and programmes of work.

- Information about agencies to support the family and pupil is available from head/SENDCo e.g. Parent Partnership.
- Parents are guided to the LA local offer. This is available from:
<http://search3.openobjects.com/kb5/cumbria/fsd/home.page>
- Parents have access to the SEND Information Report as well as the SEND Policy.
- The head/SENDCo ensures that appropriate access arrangements are made for SEND children during KS2 SATs.
- Appropriate transition arrangements are made on transfer to or from this school for SEND pupils, as well as between classes. SEND records are SENDt to the next school as soon as requested to ease transfer.
- All staff are mindful of additional needs of SEND pupils e.g. social, health care etc.

How is SEND monitored and evaluated?

- Provision for all pupils is regularly monitored and evaluated for effectiveness.
- Progress of SEND pupils is monitored and evaluated with reference to the support/intervention arrangements.
- Parents', pupils and staff views are always sought and carefully considered, both informally and in regular review meetings e.g. for IEPs.

How do we know that SEND support is no longer needed?

- The pupil has achieved the long term outcomes on their IEP.
- The pupil is making appropriate and sustained progress and will continue to do so without an IEP.
- The pupil has closed or has substantially narrowed the gap between their attainment and that of their peers.
- The pupil's confidence will be maintained.
- Parents and pupil understand and agree.

Training and Resources

- SEND is funded by **school through our delegated funding from the Government.**
- All staff are encouraged to identify and undertake training and development to further develop the quality of their teaching.
- The head/SENDCo identifies whole-school training needs e.g. Makaton in response to the needs of the children and staff.
- There is a local school network for support & to keep up with new initiatives.
- Some training is provided by the LA.

- NASEND is an effective on-line resource, especially regarding the new Code of Practice [2014].

Who can I contact for further information?

If you wish to discuss your child's educational needs, have any questions, or are unhappy about something regarding your child's schooling please contact Mrs. Clarricoats

Terminology

EHCP	Education and Health Care Plan
SEND	Special Educational Needs
SEND	Special Educational Needs and/or Disability
IEP	Individual Education Plan
NASEND	National Association of Special Educational Needs
SENDCo	Special Educational Needs Co-ordinator