



## School Offer for Pupils with Special Educational Needs and Disabilities (SEND)

### Our Aim

- To use our best endeavours to secure the special educational provision called for by an individual to enable them to reach their full potential

### Our Procedures

- Children from Year 1 onwards are assessed regularly for reading, spelling and maths using a combination of teacher assessments and formal testing. This data, plus professional discussions helps staff decide which children require additional support through our SEND procedures. Children whose levels fall below age related expectations or whose progress has plateaued across these areas are likely, with parental permission, to be added to our SEND register and additional provision provided to address their individual needs. Other children may also be added to the register from time to time, such as those with a disability.
- Once receiving additional support, children are closely monitored and regular meetings are held with children and parents to help ascertain whether progress is accelerating.
- If a child continues to cause concern and parents are in agreement, additional support may be sought from a number of agencies. These include; Learning Support Advisory Teachers (LSATs)
  - Speech and Language Therapy Service (SALT)
  - Occupational Therapy Team
  - Early Intervention Practitioner
  - School Nurse
  - Autism Outreach Services
  - Educational Psychologist
  - Child and Adolescent Mental Health Service (CAMHS)
  - Visually Impaired Service
  - Hearing Impaired Service
  - Behaviour Support Team

For a small minority of children, higher levels of support will be considered necessary. For these children the school will consider applying for an Education, Health and Care Plan. Parents will be fully involved in this decision and their views carefully considered before any action is taken.

## People Who Help

- Mrs Siddons is our Headteacher and she monitors the work of all staff to ensure that children's needs are being appropriately met and that they make good progress. She regularly reports to our school governors in all matters regarding children with Special Educational Needs and Disabilities
- Mrs Cowan is our Deputy Head and our Special Educational Needs Co-ordinator (SENCo).
- Class teachers are every child's first educators and are responsible for the progress of all children within their class
- Teaching Assistants offer support with learning during whole class teaching and with small group and individual work
- Parents are vital in supporting children's learning. We encourage all parents to regularly support learning at home and attend all review meetings to discuss the provision in place for their child and the progress being made. Half termly reports are sent to all of our parents to identify their child's targets for that half term and so that they can see where they have or have not met these targets at the end of a half term. Through strong partnership working decisions can be made jointly to ensure children make the best possible progress.
- A plethora of qualifications, training and experience within the school team includes;
  - National Award for Special Educational Needs Co-ordination
  - Common Assessment Framework training
  - Read, Write Inc. Training
  - ASD Training
  - Non-violent crisis intervention training
  - Meeting the Needs of Dyslexic Learners Training
  - Build to Express training
  - Counselling for children (accredited)
  - Nurture Group Leadership Training
  - Foetal Alcohol Disorder training
  - Attachment and Trauma training

## We're Listening

- Children are given many opportunities to discussing their targets and progress with their teachers or Teaching Assistants and have regular opportunities to express their views. Children are closely involved in their assessments to enable them to understand why and which current targets should be selected and how they will know when they have been successful.
- Parents are invited into school to discuss any concerns and are invited more formally to termly review meetings to discuss their child's achievements in working towards their targets
- Outside support agencies liaise with and offer advice and training to staff to ensure good understanding of a variety of difficulties and how to best meet individual needs
- A nominated Governor is responsible for closely liaising with the school in all matters regarding Special Educational Needs and Disabilities.

## Interventions

- Individual targets are set following initial assessment, to address gaps in learning and will be reviewed and updated termly depending on progress
- Children may receive individual or small group support depending on personal need
- Intervention work may take place in an area of the classroom, in a quiet space away from the rest of the group or within The Treehouse ( nurture room)
- Interventions are closely monitored to measure their impact and success
- Previously achieved targets are re-visited periodically to ensure the child retains prior learning
- Children may be supported through;  
Precision Teaching  
Individual Behaviour Programme  
Pastoral Support Programme  
Wave 3 Maths Support

Write from the start Fine Motor Skills Programme  
Read, Write Inc Programme  
Read, Write Inc Phonic intervention  
Toe by Toe Multi-sensory reading programme  
Word Shark Reading and spelling programme  
Talking Partners  
Social Stories  
Visual timetables and schedulers  
Build to Express Social Skills groups  
Common Assessment Framework and Team Around the Child Meetings  
Working Memory Support  
Barrier games  
Mind Mapping  
Additional one-to-one reading sessions  
One to one individually tailored sessions

## Access to Learning

- Lightmoor Village Primary is a very inclusive school which warmly welcomes all members of our community. We aim to make the school safely accessible to all stakeholders and to attend to the requirements of the Disability Discrimination Act (2005)
- We endeavour to ensure that our learners are able to move around the building easily and confidently and have an equal opportunity to access the lessons and activities of school life
- We try to anticipate better ways to provide access and information for all pupils, parent/carers, staff and other users of the school
- Our school is on one level and has provision for people with mobility difficulties to ensure they can get around easily. We have ensured, where practically possible, door openings are wide enough to take a wheelchair and any future projects to develop the school buildings will take account of the needs of disabled users
- We have toileting facilities which are suitable for physically impaired users of our school

- Children are taught using a variety of teaching and learning methods and we personalise our approach to ensure that every child feels that their education is appropriate to their needs

## Progress and Monitoring

- There are always adjustments being made in the aim of improving everyone's learning experience. We focus on checking that SEN and disabled pupil's progress is in line with their abilities and expected rates of progress. Should we uncover any discrepancies then we will endeavour to investigate, evaluate and improve our practices appropriately
- All pupils on our SEN register are monitored closely and action is taken to ensure they can access the curriculum at their level. This may be by working in a group of similar ability children, a higher staff to pupil ratio, small group work or 1:1 support in specific areas
- Using data from assessments and lesson observations we track and analyse the achievements of all of our pupils
- Reviews of our policies is an on-going process and will consider the needs of the SEN and disabled pupils and of the Disability Discrimination Act

## Transition Times

- Although time for change is exciting, it can also be an anxious time for any child, whether it is on first entering school, moving up to the next class or on to secondary education. We endeavour to make these times as smooth as possible for all children through providing discussions, visits, professional liaison and reassurance
- A file of information regarding children with additional needs is stored confidentially whilst being accessible to staff for reference
- Information regarding individual needs, outside agency support and progress is shared with receiving secondary schools so that follow on provision can be pro-actively considered for children before the pupils transfer to the school. We will also attend visits to new schools with children where this is necessary.