



Needs Information Report

Lightmoor Village primary School is part of the Severn Teaching Alliance

Our School philosophy



'Growing Together'

How we support children with special educational needs or disabilities

Our Vision

At Lightmoor Village Primary School we aim to ensure that every child within school is able to look after themselves and others and knows how to keep safe. It is our hope that all children recognise that staff within the school setting can be approached and that they will work hard to ensure every child feels safe. It is our role to support in preparing children for life in modern Britain by equipping them with life skills to protect themselves and approach adults with concerns.

We aim to cater for a child's individual needs, interests, talents and abilities and these will be developed throughout a broad and varied curriculum, to enable them to reach their full potential. Our aim is that the ethos behind the Early Years Foundation Stage Curriculum should be continued throughout a child's education at Lightmoor Village Primary School. We believe a child-centred, fully immersive curriculum will enable all children to develop as independent, resilient learners throughout their time at our school and beyond.

We are a Primary School and we admit pupils from age 4 to 11. We have a Key Stage 1 and Key Stage 2 Nurture Group and we have a nurturing ethos throughout the school.

Our Ofsted rating is 'Good'. Our most recent inspection was in March 2010. The full report can be downloaded from Ofsted's website, please click the following link for further information.

<http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135244>

What are the kinds of Special Education Needs for which provision is made at Lightmoor Village Primary School?

Four areas of need:-

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

Children are identified as having special educational needs through a variety of ways including the following:-

- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable
- LSAT assessments can be requested by parents and teaching staff and they can help school to identify needs and support
- Monitor closely slow progress and review half termly

What should a parent do if they think their child may have special educational needs?

Talk to us – in the first instance contact your child’s class teacher; if you still have concerns you can contact our SENCo Mrs Hayward-Harris or the school’s Deputy Headteacher, Lucy Cowan or Head teacher Mrs Siddons.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

There may be a teaching assistant working with your child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts.

Some of the teaching assistants in school specialise in a specific area, these staff may work with the class teacher to plan a specific intervention to meet a child’s needs or they may work with the child themselves.

At Lightmoor Village primary School we have three trained Learning mentors, Mrs Boxall, Mrs O’Brien and Miss Blackwell. The role of the learning mentor is to work within the Nurture room, support children with anger management, self-esteem, have assigned children as key workers, deliver art therapy, build to express and to talk to children as and when they need it.

We have some teaching assistants who specialise in speech, language and communication and others who specifically support pupils with motor skills difficulties.

The school also has a Key Stage 1 and 2 Nurture Group, which is a small class with a maximum of ten pupils who are supported by two qualified staff. This is called the ‘Treehouse’. Children attend the ‘Treehouse’ if they have difficulty succeeding in a full class environment and therefore require a smaller learning environment with a higher number of adults to help.

How the Governors are involved and what are their responsibilities?

- The Headteacher and Deputy Headteacher report to the Governors to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.
- The Chair of Governors, Pete Jones is responsible for special educational needs and meets

regularly with the SENCo. They also report to the Governors to keep them informed.

- The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

How do teachers match the curriculum to an individual child's needs?

- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated for a specific child.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

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

- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.
- We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

How is the decision made about what type and how much support my child will receive? How does the school judge whether the support has had an impact?

- By reviewing children's targets half termly through assertive mentoring and ensuring they are being met. Parents will be involved in the review meeting and the setting of new targets if necessary. A copy of the targets will be given to the parent.
- The child is making progress academically against national/age expected levels, discussed at Progress Meetings, attended by Class Teachers, a member of the SEN team and the Senior Leadership Team.
- Verbal or written feedback from the teacher, parent and pupil.
- Children may be taken off the Special Educational Needs register when they have made sufficient progress.
- The class teacher and the Deputy Headteacher/SENCo will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to help them make progress and achieve their potential

What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.
- You will be able to discuss your child's progress at parent's evenings and you will receive half termly reports.
- You are also welcome to make an appointment at any time to meet with either the class teacher, SENCo or Deputy Headteacher/Headteacher and discuss how your child is getting on.

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

- The class teacher or the SENCO/Deputy Headteacher can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- Any child on the SEN register will have a review meeting annually to review the progress of your child.
- Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.
- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.
- Parent meetings and sessions are arranged for the 'Treehouse' children (nurture) in addition to the other parent sessions.
- We also invite parents to 'workshops' in school, where we explain how we teach certain areas of the curriculum.

How do you measure my child's progress?

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including National Curriculum year group expectations and Assertive mentoring, which is our new assessment system.
- Children who are not making expected progress are identified through half termly data that is analysed by the senior management team and class teachers and then pupil progress meetings are planned for staff members. Every child has a mentoring 1:1 meeting with their class teacher each half term to discuss their own progress and to set agreed targets for the next half term. These are made into reports and sent home to parents.
- When a child's provision map is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

- The school entrances are staffed with adults who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.
- Our nurture children are invited into 'morning nurture' each day to help children start the day in a positive way.
- where needed children are also assigned 'Key workers' who will ensure that they meet with that child during the course of the day and to discuss their individual behaviour timetable each morning.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the Deputy or Headteacher for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.
- Children with eating difficulties are encouraged in school to try different types of food. If necessary children are supported in the dining room. Children are not rushed to eat their food.
- We have also set up a 'buddy' system for our older children who receive nurture to be able to support and mentor a younger child who also attends nurture. This is to provide the older children

with the experience of developing their own strategies by helping someone else and also to raise their self-esteem and feeling of self-worth.

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable pupils are known to staff.

How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the class teacher and the office if medication is recommended by Health Professionals to be taken during the school day.
- The first aid staff that have completed the administering medicines qualification administer medicines. If a child requires medication in school, this will be managed through an individual medical form in conjunction with parents.
- Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.
- If a child requires personal hygiene care this will be managed through an individual care plan

What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a positive approach to behaviour management with a clear Behaviour for Policy that is followed by all staff and pupils. We make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and lunch times.
- The attendance of every child is monitored on a daily basis and we have regular meetings in school with the Education Welfare Officer.
- After any serious behaviour incidents we will inform you about what has happened and the children will bring home their completed behaviour journal. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- When children receive three behaviour journals in one half term parents are invited into school for a meeting to set some targets for the child and to plan what the next steps are depending on the individual situation.
- CAF's are used to support families where the need is outside of the school capacity.

How will my child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council and Team Safe.
- Every child in the school has the opportunity to discuss their learning and attitude targets with the class teacher each half term.
- If your child has an Education, Health Care Plan their views will be sought at the review stage, if appropriate.

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

- The school SENCo Mrs Cowan is the co-ordination for all Educational Needs in school.
- We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Behaviour Support Service, the Child and Adolescent Mental Health Service (CAMHS) and Social Services,

including Cheviots Children's Disability Service, and Social Workers.

- Since the summer term 2015 we have also set up 'drop in' sessions in school with the school nurse for parents to attend and have a talk about any issues that they may need advice on.

From the 1st September 2014 the 'Telford and Wrekin local offer' is available from our website.

What training have the staff supporting children with special educational needs, had or are currently having?

- All of our teaching assistants have had training in delivering Read, Write, Inc. and some other reading, spelling, phonics and multi-sensory programmes.
- All of our teaching assistants have had first aid attaining and child protection training up to date.
- We have a member of staff who has had training in delivering Speech & Language programmes planned by a Speech & Language Therapist.
- A number of teachers and teaching assistants are 'MAPA' trained to safely support and isolate children demonstrating unsafe behaviour (these incidents are always recorded).
- A small number of teaching assistants are trained to deliver 'Cool Kids' an intervention to help develop gross motor skills.
- Certain support staff are trained in meeting the Needs of Dyslexic Learners.
- A number of staff are experienced and skilled in a range of Autism-specific strategies.
- We have dedicated members of support staff who have particular strength in the teaching of maths that lead group booster session.
- Three members of staff are trained learning mentors and have taken part in counselling for children modules to enable them to 'talk' to children where necessary.
- Members of staff have been trained in Build to Express to support children with emotional difficulties or changes in situations at home.
- Our staff are receive ongoing in house training each half term to keep update with the latest changes and to refresh knowledge.

Nuture staff and our SENCo have also had:

- ASD Training
- Common Assessment Framework training
- Non-violent crisis intervention training
- Nurture Group Leadership training
- Foetal Alcohol Disorder training
- Attachment and Trauma training

How will my child be included in activities outside the classroom including day and residential trips?

- We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.

How accessible is the school environment?

- The school is all on one level with a wheel chair ramp at the front entrance.
- There are two disabled toilets, which are large enough to accommodate changing and personal hygiene care.
- The playground has built shaded areas to support pupils with light sensitivity.

- Our classrooms environments and corridors are low sensory so that they 'autism friendly'.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in.

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

- We encourage all new children to visit the school prior to starting with us and a child will be assigned in their new class to show them around and to help them settle in.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- We write social stories with children to help explain and prepare them for any major transition.
- When children are preparing to leave us for secondary school, we arrange visits for them.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has a Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school

How are parents involved in school life?

- We have lunches for each year group over the year so that parents and family members can come and enjoy a school lunch with their child each year.
- We have 'workshops' during which parents are invited into school to learn more about the curriculum.
- We have also started sessions each term where parents are invited into class to come and work with their child for the afternoon.
- Parent behaviour support sessions have also been run by our Deputy Headteacher and this can continue where there is a need or a request from a parent.
- This year we have also established a group of parents who have been into school to help with creating an art project for our entrance hall.
- Our nurture group has invited parents in this year to join in a nurture session with their child and to help with hedge planting in our school garden.
- Parents are also welcome to help out as volunteers, for example, listening to readers.
- For children with special needs or a disability, parents are often invited to help support their child on a school trip.
- Parents are also invited to regular class assemblies and concerts.

Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the school SENCo.
- Look at our Special Educational Needs policy on our website.

Who should I contact if I am considering whether my child should join the school?

- Contact Julie Worrall to arrange a meeting and tour of the school.
- If your child has a special educational need or a disability you could contact the Headteacher or Deputy Headteacher who will discuss how the school could meet your child's needs.

How will school support my child?

- Our SENCo Mrs Hayward –Harris alongside our Deputy Headteacher Mrs Cowan oversee all support and progress of any child requiring additional help across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- The class teacher will use a provision map to set out the support your child is receiving and evaluate the success of any interventions.

Our offer to children with special educational needs and disabilities was prepared in July 2014.

It will be reviewed annually.