



Lynneham
Primary School

**Special Educational Need
and Disabilities (SEND)
Information Report**

Autumn Term 2017

About Lyneham Primary school

At the start of the academic year 2017-18, Lyneham Primary School had 336 Children on roll.

16% of children at school were designated as having some form of Special Educational Need or Disability. This can be broken down as follows:

13.0% of children within the Foundation Stage and Key stage 1
(Years R, 1 and 2)

18.8% of children within Key stage 2
(Years 3, 4, 5 and 6)

This includes 1.8% of children across the school who have a statement of SEN or EHC plan.

1. What kinds of Special Educational Needs and Disabilities (SEND) does Lyneham Primary School provide for?

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia, Down Syndrome.
- Sensory, Medical and Physical – visual impairment, sensory processing difficulties, epilepsy.
- Communication and Interaction – autistic spectrum condition, Asperger's Syndrome, speech and language difficulties.
- Social, Emotional and Mental Health – anxiety, low self-esteem, anger, attention deficit hyperactivity disorder, oppositional defiant disorder.

2. What are our policies with regard to the identification and assessment of children with SEN?

Children are identified as having SEND through a variety of ways.

- Work scrutiny – where children's books are looked at regularly to see how a child is progressing and whether or not they are meeting targets set by the teacher.
- Observation in class and around school. Changes of behaviour may be identified which may indicate a need.
- Standardised assessments where children are assessed against set criteria in a test format and compared with children who are the same age.

- Use of the Wiltshire Graduated Response to SEND Support (GRSS) Document used in all Wiltshire Schools which has criteria against which a child can be assessed in different areas of need:

Communication and Interaction
 Social emotional and mental health
 Cognition and Learning
 Sensory and Physical

Checklists are completed with the class teacher and parents to identify what level of need a child is.

Using the Graduated Response to SEN, all pupils receive inclusive (differentiated) Quality First Teaching referred to as Wave 1 provision. Through the methods of identifying SEN stated above, if a child is thought to require additional 'catch up to keep up' (Wave 2 Support) this will be decided upon by the class teacher and phase leader during pupil progress meetings and recorded on the class provision map. This describes the targets in areas of need which a child will work towards. The class provision map identifies that a child requires support in order to catch up or keep up and progress of these pupils is evaluated by the class teacher and phase leader. Children who are targeted on class provision maps may receive additional support through differentiated tasks, booster group or 1:1 support from the class teacher or teaching assistant, or accessing a specific intervention programme.

If after this support is put into place a child continues to encounter difficulties then advice may be sought from an outside agency. Any recommendations and/or diagnosis made will be recorded on a Pupil Passport and progress will be reviewed with parents at least 3 times per year. At this point, the pupil will be recorded on the school's SEN register as they receive SEN Support. Pupil voice is important in this process and the pupil is consulted on what works for them and what their aspirations are.

A My Support Plan may be formulated in liaison with the class teacher, parents, SENCo and any outside agencies. A My Support Plan is non-statutory but is an especially helpful document if there are a number of different agencies involved for a pupil as all important information about the pupil is recorded in one place. A My Support Plan is reviewed every 3-4 months and is used as the basis for an application for an Education Health Care plan (previously known as a Statement). At this point a SEND lead worker will be assigned to support this application.

Our school's Assessment Policy (which is available in school and on the school website) outlines the range of assessments regularly used throughout the school. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- Is 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.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to secondary school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher/SENCo would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class/on playground to record behaviours, considering

involvement of others/environmental factors and an intervention devised taking into account all the information gathered.

Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

At Lyneham a range of specific, more specialised tests may be used to assist in the identification of a child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions.

To obtain further understanding of a child's learning difficulties, we may use:

- Salford Sentence Reading and Comprehension Test
- The Single Word Spelling Test (SWST)
- Phonological Assessment Battery (PhAB)
- York Assessment of Reading for Comprehension (YARC)
- Wiltshire Early Screening for Dyslexia (Wesford)
- Sandwell Early Numeracy Test
- British Picture Vocabulary Scale (receptive vocabulary)

Other specialised assessments which may be used in school to identify barriers to learning include:

- Social, emotional, behavioural checklists – e.g. Boxall Profile, Strengths and Difficulties Questionnaire.
- Observation schedules e.g. for behaviour, concentration, attention.
- The movement abc checklist, assessment of gross and fine motor skills.
- Fagus- A framework for social and emotional development.

3. What are the arrangements for consulting and involving parents of children with SEN?

Throughout the year there are 2 Parents' Evenings and there is an end of year annual report to parents. Parents are invited to discuss their child's targets during these meetings and may request to meet with class teachers as and when concerns arise. Targets on Pupil Passports are evaluated with parents and recommendations for new targets discussed alongside suggestions for supporting their child in the home setting. The SENCo is easily contactable via the school office/telephone/email and will endeavour to speak to parents regarding any concerns either by phone, email or meeting in person. The SENCo is also available for consultation during Parents' Evening.

Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEN; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child.

Progress and outcomes are also discussed during consultation meetings with the Educational Psychologist; parents are given a report and discussion takes place regarding the outcomes of any EP assessments/observations.

Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. with the speech and language therapist or with specialist support teachers from the Specialist SEN Service).

The progress of children holding an EHC plan is discussed at their annual review (interim reviews may also be called as necessary). At Year 5 annual reviews, transition to secondary school is

considered with discussion involving parents and the Local Authority. At Year 6 annual reviews the SENCo of the receiving secondary school is always invited to attend.

Parental survey forms are used at annual reviews and throughout the year to obtain parents' views about their child's SEN, support in place to address needs and any modifications to this support which parents feel may be appropriate.

4. What are the arrangements for consulting and involving children with SEN in their education?

Children with SEND are represented in proportion to their numbers in the school on our School Council. Progress towards their targets on their Pupil Passport is reviewed with children and children's self-evaluation is actively encouraged throughout the school. Children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home. Child survey forms are used at annual reviews and throughout the year to obtain children's views about their SEN, their support and any modifications to this support which children feel may be helpful for them. Pupil voice is strong in the SEN Pupil Passports and pupil voice is sought during the SEND monitoring process carried out by the SENCo throughout the year.

5. What are the arrangements for assessing and reviewing pupils' progress?

a) How do we evaluate the effectiveness of provision for children with SEN?

- Use of a whole school SEN provision map to collate and evaluate the progress of pupils with SEN. Teachers and phase leaders evaluate Wave 1 and 2 provision on class provision maps at pupil progress meetings.
- Evaluation of Pupil Passport targets with parents and children.
- Use of standardised assessment data/progress rates, pre- and post- interventions.
- SENCo analysis of attainment and progress data for children with SEN across the school 6 times per year.
- SEN pupils making insufficient progress are raised by the SENCo with class teachers and plans to improve progress are made.
- Use of pupil/parents interviews/questionnaires.

b) What are our arrangements for assessing and reviewing the progress of children with SEN?

- Our school's Assessment Policy (available in school) outlines the range of assessments regularly used throughout the school.
- Evaluation of interventions at least 3x yearly based on the assess-plan-do-review model. Mid-point checks take place where appropriate.
- Tracking of pupil progress in terms of teacher assessment and standardised tests– 6x yearly.
- Progress of children with speech and language needs is assessed and reviewed using the traffic lights monitoring sheet.

6. What are the arrangements for supporting pupils moving between phases of education?

Visits to pre-schools and nurseries are made by Early Years staff before pupils begin in Reception class and information is obtained from Early Years providers. Parents visit the school with their children and support their child's gradual start into school.

In school, there are meetings between teachers before pupils move to different classes and information is passed on. Parents meet the new teachers and children spend introductory time

with their new teachers. Pupils with SEND may make additional visits and do more work around the transition which may include taking photographs and getting used to a new environment to reduce anxiety. SEN Pupil Passports are shared with new members of staff in advance of the move to their new class.

When a child with SEND moves up to Secondary School, they are given additional visits, if appropriate. The SENCo also links with the SENCo at the receiving school to share information. SEN pupils transferring in/out of Lyneham Primary at a time other than Reception or Year 6 will be supported by our transition co-ordinator Mrs Natalie Evans who works through some 'Moving On' resources or 'Arriving in Lyneham' resources (as appropriate). This helps to support pupil's emotional health and well-being with talking about possible anxieties and also finding closure that comes with moving on. Mrs Evans arranges for pupils with SEN to meet Mrs Maslin (SENCo) prior to their first official day in order to get a clear picture of their additional needs.

Links with other schools and arrangements for transition between schools

When a pupil joins Lyneham Primary School from another school, all records are requested from the sending school. If the pupil was identified as having SEND at the previous school then the transition co-ordinator contacts the school directly to seek further information. This information will then be shared with the relevant staff.

It is the SENCO's responsibility to ensure that the papers of any pupil on the SEND register are passed on to a receiving school. For pupils with statements/ EHC plans, the SENCO is responsible for transition arrangements, ensuring that receiving school staff get all relevant information. Where possible, the receiving SENCO will attend the last annual review before transition. Pupils with SEND often have extra visits to secondary school before official transition visits. Meetings will usually take place with parents/carers of pupils for targeted pupils or those with statements/ EHC plans before the pupil moves into the school.

7. What is our approach to teaching pupils with SEN?

'All teachers are teachers of pupils with special educational needs or disabilities' (SEN Code of Practice 2015).

- Teaching such pupils is, therefore, a whole school responsibility requiring a whole-school response.
- Quality First Teaching is the benchmark for every lesson.
- The majority of pupils will learn and progress within the normal curriculum.
- Teachers are expected to deliver the National Curriculum programmes of study in ways that meet the particular learning requirements of their pupils.

We aim to unlock potential and remove barriers to learning. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.

Provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Head teacher, SENCo and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND.

A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements, children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEN in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full

part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively.

At Lyneham, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENCo, teacher assessment and use of assessments which will enable peer group comparisons to be made. In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential. Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum.

We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities where required for the development of skills in practical aspects of the curriculum; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

8. How do we adapt the curriculum and learning environment?

The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc.); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.

The school always acts upon advice received from external agencies (e.g. enlarging of print for VI children; most advantageous positioning of HI children within the classroom and use of aids as recommended; use of laptops for children with recording needs; use of coloured overlays, use of brain breaks, sensory cushions, weighted blankets for children with sensory issues).

We endeavour to ensure that all classrooms are dyslexia friendly including use of labelled resources, clear learning walls, prompt mat, coloured interactive boards, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, writing frames, modelled and shared writing opportunities.

We endeavour to ensure that all classrooms are ASD friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, visual schedules, quiet work stations, areas of retreat, and pictorially labelled resources.

We endeavour to ensure that all classrooms are speech and language friendly including use of visual feedback, 'chunking' of instructions, use of '10 second rule' to allow processing time, pre-teaching of key vocabulary. Small group areas are available in both key stages to provide quiet work areas for 1:1 or small group work.

9. What additional support for learning is available for children with SEN?

The School caters for children with SEND in many different ways.

Pastoral Support

We have a full time Emotional Literacy Support Assistant (ELSA) who is non-class based and supports children individually, in small groups both within and outside of the classroom.

There are a number of intervention programmes which the ELSA and other TAs implement linked to developing self-esteem, confidence, social skills and enabling children to manage their emotions. All children across the school may access these programmes of intervention.

Children who have Special Educational needs can also access intervention programmes linked to literacy and numeracy.

Sensory Room

We have a large sensory room in school which is available for all classes and pupils to use. Some of the ways it is used to support SEN pupils is: ELSA run relaxation and mindfulness groups, morning meet and greet sessions to support transition, specific timetabled slots for individuals with sensory processing disorders who require learning breaks. Multi-sensory learning environment to deliver some aspects of the National Curriculum in an engaging and motivating way.

Outside Agency Support

There are a number of different services outlined below which the school is able to call upon who offer advice and support to manage a variety of SEND and ensure each child is able to achieve their potential.

1. Behaviour Support Service

2. Specialist SEN Service SSENS specialising in Physical and sensory needs, social communication difficulties, as well as difficulties with cognition and learning.

3. Speech and Language Therapy

4. Occupational Therapy

5. School Nurse- *The school nurse trains staff annually in areas of epilepsy and the use of the epi-pen for children who have severe allergies. Training occurs to meet the needs of the children within the school.*

6. Social Care when appropriate

7. Parent Support Advisor. – *The Parent Support Advisor Terry Jones is usually available to meet with parents on Mondays and Fridays. She runs support workshops as well as working 1:1 with families.*

8. Looked after Children's Service

9. The Gateway Panel. - *This is a panel which is referred to in order to gain support for families within the home and school environment.*

10. Educational Psychologist

11. Paediatrician and other medical professionals linked to children's individual needs

12. Local GP's linked to families

13. Educational Welfare Officer

14. Ethnic Minority Service.

15. CAF co-ordinator. – *This person co-ordinates the Common Assessment Frameworks which some children are supported through.*

16. CAMHS- Child and Adolescent Mental Health Service

Staffing, Training and Qualifications

The SENCO manages the provision for children with SEND across the school.

Mrs Bonnie Maslin is the SENCO working full time and is currently the acting Deputy Headteacher. Mrs Maslin has a PGCE in Advanced Early Years and has completed the National Award for Special Educational Needs Coordination. She has completed a Post Graduate course in Helping Children Manage Themselves Socially and Emotionally at the University of the West of England and has an MA in Education.

Training in SEN is continually updated to ensure new initiatives and research is put into place to benefit the children within the School. The school is a member of the National Association for SEN (NASEN)

There are currently 336 children on roll. We have 23 teaching assistants employed in school, providing a higher staff to pupil ratio which maximises learning potential for all our children; most are trained to deliver a number of intervention programmes throughout the school. Some TAs are deployed in classes to support named pupils and to work on a small group basis or to cover the class in order that the class teacher can provide 1:1 or small group support to pupils.

We teach a differentiated curriculum to ensure that the needs of all children are met. We implement provision map plans with s.m.a.r.t. targets. A number of intervention programmes are in place for children who require additional support.

There is regular Professional development for all staff across the school, linked to a variety of aspects of SEND, including Attachment difficulties and de-escalation strategies to help manage behaviour, ASD Awareness, Reading intervention for pupils with Down Syndrome and Identification of Speech and Language needs.

10. How is the effectiveness of the provision for pupils with SEN evaluated?

There are half termly pupil progress meetings with the Class teachers, SENCo, Phase Leaders or Headteacher. The SENCo observes teaching and learning for SEN pupils and provides feedback to class teachers through the monitoring process. The SEND Report is presented to the Governing Body three times per year. There is a SEND Governor – Mr Dan Alexander. He visits the school and meets with the SENCo and staff as often as he is able. He jointly monitors SEN provision with the SENCo and is involved with the writing of the SEN SEF.

11. What activities are available for children with SEN in addition to those in accordance with the curriculum?

- All extra-curricular activities are available to all our children.
- Residential trip in Year 6 is available to all children in that year.
- Lunchtime Clubs – 5x weekly at lunch times for children.

12. What support is available for improving the emotional and social development of children with SEN?

- Specialist advice from the SSENs teacher for children with social communication/interaction difficulties- Nikki Harvey.
- Specialist advice from our Educational Psychologist – Vicky Bellamy.
- Specialist advice from the Behaviour Support Service teacher – Phil Northwood.
- Specialist advice from colleagues at CAMHS.
- Workshops on managing emotions run by Behaviour Support Assistants.
- Trained ELSA (non-class based) providing pastoral support 1:1 and group sessions.
- Areas designated for 'quiet retreat' within or outside many classrooms.
- Lunchtime club – 5x weekly at lunch times for children with social communication/interaction issues or who may find unstructured times difficult.
- Play Therapy- Tracy Evans (Play Therapist) currently works 1.5 days per week with pupils on a 1:1 basis.
- Terry Jones (Parent Support Advisor) runs workshops for parents to teach strategies to support behavioural difficulties and anxiety. She also works directly with pupils and sometimes with parent and pupil partnerships.

13. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEN concerning the provision made at school?

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEN complaint procedure is as follows:

The complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved, the complaint is dealt with by the SENCo or by a senior manager. If there is still no resolution, the Head teacher should become actively involved. If the matter is still not resolved, the complainant **must** put their complaint **in writing** to the Chair of Governors. The Governing Body will deal with the matter through their agreed complaint resolution procedures. In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority.

14. What is the name and contact details for the SENCo?

Our SENCo is Mrs Bonnie Maslin (contactable via the [school office 01249 890413](tel:01249890413) senco@lynehamprimary.wilts.sch.uk) who works full time and is also the acting Deputy Headteacher.

15. Where is the Local Authority's Local Offer published?

The Children and Families Bill became law in June 2014. From this date, Local Authorities 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 Disabilities (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 Wiltshire Local Offer can be found on the website: <https://www.wiltshirelocaloffer.org.uk/>

For any queries about Wiltshire's SEND Service or information about supporting children and young people with SEND, please call the [Single Point Of Contact \(SPOC\) 01225 757985](tel:01225757985).

This Information report will be updated regularly in line with new legislation and initiatives both county and nationwide.

