



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

Our Aim

- To use our best endeavours to secure the special educational provision for all to enable them to reach their full potential

Our Procedures

- Pupils at Lightmoor Village Primary School are assessed regularly using a combination of ongoing observations, teacher assessments and formal testing. This information, plus professional discussions and regular communications with parents/ carers helps staff decide which children require additional support. Children whose learning falls below age related expectations or whose progress has plateaued are likely, with parental/carers 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/carers 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 (BEE U)
 - 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 Head Teacher 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 our Deputy Headteacher supports Mrs Siddons in the SENCo role, they both work with pupils, parents/carers and external agencies.
- Class teachers are every child's first educators and are responsible for the progress of all children within their class. We believe that all teachers are teachers of SEN.
- Teaching Assistants offer support with learning during whole class teaching and with small group and individual work.
- Parents/carers are vital in supporting children's learning. We encourage all parents/carers 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. 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
 - Early Help support training
 - Read, Write Inc. Training
 - ASD Training
 - ACE's 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

Precision teaching Training
Elkan trained staff
Grief and loss specialist in school
Helping children with loss training
Mental health lead with regular training
Cool kids training
Anger management and self-harm training
Conflict resolution training
MAPA training

We're Listening

- Children are given many opportunities to discuss their learning 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/carers 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; Assess, plan, do, review
 - Precision Teaching
 - Individual Behaviour Programme
 - Pastoral Support Programme
 - Write from the start Fine Motor Skills Programme
 - Read, Write Inc Programme
 - Read, Write Inc Phonic intervention
 - Toe by Toe Multi-sensory reading programme
 - Talking Partners
 - Social Stories
 - Visual timetables and schedulers
 - Build to Express Social Skills groups
 - Early Help support and Early help meetings
 - Working Memory Support
 - Barrier games
 - Mind Mapping
 - Additional one-to-one reading sessions
 - One to one individually tailored sessions
 - Extra adult support/ 1:1 support
 - Cool kids
 - Keep cool
 - Anger/ Anxiety Gremlin

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 are always working to find 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.