



## 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 called our 'Treehouse' it very important to us to have a nurturing ethos throughout the school for all of our pupils and staff.

Our Ofsted rating is 'Good'. Our most recent inspection was in February 2017. 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:-**

- Children performing below age expected levels
- Children making very slow or little progress
- Concerns raised by parent
- Concerns raised by a member of school staff
- 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

## **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's who are; 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.

## **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. He also reports to the rest of the Governing Body 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?**

Here at Lightmoor we have a whole school ethos that 'every teacher in our school is a teacher of SEND'. All pupil should be appropriately challenged.

When a pupil is identified as having a Special Educational Need or Disability we put effective provision in place and ensure that all barriers to learning are removed.

Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs.

Where appropriate the school timetable is modified for individual pupils to meet their specific needs.

Regular assessment and using Assess, Plan, Do, Review cycles informs changes to a child or young person's SEN support. This enables teachers to plan to meet the specific needs.

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

When a pupil is identified as having Special Educational Needs school put effective provision in place and ensure that all barriers to learning are removed.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

Through regular contact with families and outside agencies where required we are able to continuously review and adapt resources for our pupils.

Applications are made to the Inclusive School Forum and Emotional Wellbeing Panel where further funding or support may be required as part of the LA parents / carers are part of this process.

We have a team of teaching assistants and part of their role is to deliver programmes designed to meet individual or groups of children's needs as directed by their class teacher or the school SENCo.

## **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?**

The individual need of each SEND pupil in al Lightmoor is assessed taking into account views of parent/ carers as well as other professionals. This enables us to come to a joint decision about what support is best matched.

Each class teacher, with support from the school SENCo creates a detailed provision map for all SEND pupils with their personal targets and interventions/ support and these are reviewed and re set every 6 weeks with impact measured.

Regular assessment and using Assess, Plan, Do, Review cycles informs changes to a child or young person's SEN support. Parents are informed formally termly (as the rest of the school) but informally half termly and more regularly where needed about their child's progress and personal targets.

## **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 will communicate with you regularly through teacher/ SENCo meetings and emails and face to face contact each day.

You will be able to discuss your child's progress formally at parent's evenings and you will receive termly reports however we offer our parents the opportunity for updates and feedback at any time during the year.

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?**

Any child on the SEND register will have ongoing communications between school and their parents/ carers with an opportunity to share targets, resources and what is working well at home and school.

We will work as a team sharing achievements as well as challenges. We will support you by contacting agencies where we need more specific advice and support.

The class teacher can also provide a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared.

Pupils with an EHCP will also have a review meeting annually to review their progress.

As a school we can also offer sign posing for support and nurture support within school where it is needed.

### **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 on our SEND register will have specific targets broken down on provisions maps and these will be assessed throughout the half term and more formally measured at the end of the 6 weeks to measure progress.

This will be done as part of the Assess, Plan Do Review cycle.

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 and provision is put in place.

We have also set up a 'buddy' system for our older children to be able to support and mentor a younger. 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. It also works well for our younger pupils.

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 of our vulnerable pupils are known to all 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 policy that is followed by all staff and pupils.

Where children are displaying challenging behaviours we do our utmost to try and unpick what is going on behind those behaviours for a child so that we can support them and begin to understand and best support the child and family.

Where behaviour is very challenging we will create a personalised plan for that child. It could include a personal behaviour chart, anger management, support of a key worker or referral to outside agencies.

Outside agencies that we can draw on to support the pupil and family in school include behaviour support, Inclusive schools forum and Fair Access Panel.

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 but on occasions where this is not possible we will develop a modified timetable for that child to enable them to stay in school.

The attendance of every child is monitored on a daily basis and we have regular meetings in school with the Education Welfare Officer.

Right from the start of a child's learning journey with us we will aim to work with you and your child to offer the best support.

### **How will my child be able to contribute their views?**

We pride ourselves on being a school where all individuals are listened to and given opportunities

to speak to staff and others sharing thoughts and feelings.

As part for the Assess Plan Do review cycle children are invited to share their views formally.

We value and celebrate each child's views on all aspects of school life. This is usually carried out through 'Pupil Voice', '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's Mrs Cowan and Mrs Siddons are able to offer a range of expertise as well as referring to outside agencies where required.

As a school we closely work with: LSAT, GP's, School Nurse, Paediatricians, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Behaviour Support Service, the Child and Adolescent Mental Health Service (BEE U) and Family connect for social care support and strengthening families.

The Telford and Wrekin 'local offer' has been available since September 2014 and is continuously being updated and revised to meet the needs of our local community.

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

There may be a teaching assistant working with your child either individually or as part of a group, if the class teacher and SENCo's see 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. Examples of this are Mrs Nicholls, who is Elklan trained and delivers Speech and Language interventions and Mrs Tellwright who is our Cool Kids programme lead. All of our teaching assistants have received Precision Teaching training. These staff members work in a variety of ways which include supporting in the classroom during lessons, whilst also working with small groups and 1:1.

At Lightmoor Village Primary School we also have three trained learning mentors, Mrs Boxall, Mrs O'Brien and Mrs Aitchison. The role of the learning mentor is to support pupils with anger management and building self-esteem. These members of staff may not always work out of the nurture room but are available for delivering interventions and complementing what our nurture lead, Mrs Boxall is able to offer through 'Treehouse'. Within our nurture provision at Lightmoor we offer range of support including; key workers, art therapy, keep cool, build to express and children are given the opportunity to talk when needed.

- All of our teaching assistants have had training in delivering Read, Write, Inc.
- All of our teaching assistants have had first aid attaining and child protection training up to date.
- A number of teachers and teaching assistants are 'MAPA' trained to safely support and isolate children demonstrating unsafe behaviour (these incidents are always recorded).
- 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.
- Our staff are receive ongoing in house training each half term to keep update with the latest changes and to refresh knowledge.

### **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.

Full risk assessments will be written with appropriate rations for staff and shared with parents and staff.

### **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, one of which is large enough to accommodate a changing table 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?**

At Lightmoor we understand how important transition is and meet with all parents and contact previous schools where this is available.

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 and 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 arrange a review meeting with relevant staff from the receiving school.

Children starting in the Reception Year will all have a home visit and a nursery visit where appropriate and morning visits into school.

### **How are parents involved in school life?**

We aim to keep our families involved in school life as much as possible. Our PTA and strong governing body also facilitate this.

Some of the things we do in school are listed below:

- 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.
- In school 'workshops' during which parents are invited into school to learn more about the curriculum.
- Parent partnership meetings.
- Parent behaviour support
- Our nurture group parents sessions in this year to join in a nurture session with their child and to help with hedge planting in our school garden.
- Whole school family events such as Christmas fetes and Summer events.
- Parents 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 either of the school SENCo's who are currently; Mrs Siddons and Mrs Cowan.

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

Contact Claire Ballisch our School Business Manager 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 school will support you and your child however you may need it. Support is bespoke to meet the specific needs of the individual and the level of support will be agreed upon meeting you and your child.

Our offer to children with special educational needs and disabilities was reviewed in May 2020

It will be reviewed annually.



