



Special Educational Needs Information Report and School offer

Reviewed and updated March 2021



'Growing Together'

Written in respect of: September 2014 The Children and Families Bill and 2015 revised Code of Practice

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

The 2015 SEND Code of Practice outlines four broad areas of special educational need and support that include a range of difficulties and conditions:

1. Communication and interaction
2. Cognition and learning
3. Social and emotional and mental health
4. Sensory and / or physical needs

The code states that:

“Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.”

SEND at Lightmoor

Here at Lightmoor, we currently have pupils in each of these categories and as the code states, as their needs can often be quite complex, many fall into more than one category. Currently, the area of need which is most common, is cognition and learning, over half of our SEND pupils receiving support in this area.

After cognition and learning, the area with the largest need in school is social, emotional and mental health. Here at Lightmoor Village Primary School we take special care to ensure that we identify children with such needs and put support in place for them.

We are very proud of a nurture room called 'The Treehouse' which has successfully been used since 2015 to support children and families across our school.

Some of these children are also accessing support from BeeU (formally the Child and Adolescent Mental Health Service) or other outside agencies.

How do we identify pupils with SEND and assess their needs?

Early identification is vital, in line with local authority guidance we follow the “Assess, Plan, Do, Review” Model. Every 6 weeks we assess the progress children are making in school. If a child has not made as much progress as hoped, the class teacher informs the SENDCO and parents at the earliest opportunity to share concerns. The SENDCO along with parents, teachers and teaching assistants plan what is going to be done to support the child and hopefully to assist them in making greater progress. This is all recorded on the class provision map and after 6 weeks it is reviewed to see the impact.

It may then be decided that we need to plan for further provision for that child, that we complete a referral, or that no further support is required at this time. At this point it may be felt that a child needs to be placed on the SEND register, as it is felt that they have some form of special need that is creating a barrier to their learning. Some children’s needs are such that their support will need to be on-going throughout their time at school. If it is apparent that a child consistently requires a high level of support and resources to enable them to access the curriculum, the school may feel it is necessary to implement an Education, Health and Care Plan (EHCP).

We take the concerns and views of parents and carers very seriously and these can often be the starting point for discussions and meetings around identification of need.

Further information can be found in our school SEND policy.

How do we assess and review pupil’s progress towards outcomes?

Pupil progress is assessed every 6 weeks as stated above. The SENDCO is responsible for monitoring and analysing the progress of SEND pupils. Following the half termly pupil progress meetings, the SENDCO meets with class teachers to put together intervention groups for the following half term. If children are making good progress it may be felt that individuals need only a small amount of support for a period of time, whereas for other children the level of support may need to be more intensive and consistent. Over the past few years, this system has proven an effective method.

Once it is agreed that a child is going to start an intervention to support their learning then parents are informed and the child is set targets to work towards based on their starting point. After 6 weeks the intervention is reviewed to monitor the impact. The exception to this is the IDL intervention (International, Dyslexia, Learning) which is assessed after a term. On-going assessments and end of half term assessments will still take place by the class teacher to inform their learning.

Interventions in school are led by well trained teaching assistants and the impact of is fed back to the children’s class teachers and also the SENDCO, who can then identify which interventions are most successful in enhancing the progress of our children here at Lightmoor. Progress is also fed back to parents at parents’ evenings. The quality of support offered via our intervention programmes is monitored by the SENDCO frequently.

The assessment will be reviewed regularly and all SEND data is reported to our school governing body. Termly meetings are held between the SEND governor and the SENDCO each term. Our governor with responsibility for SEND is **Mr Peter Jones**.

What interventions do we offer at Lightmoor?

Communication and language	Cognition and learning	Social and emotional and mental health	4.Sensory and / or physical needs
ELKLAN resources and activities Listen with Lucy Makaton	Toe by toe IDL Reading, spelling and maths support Read Write inc phonics 1:1 Precision Teaching for English and Maths.	Talk time Key workers 1:1 Breakfast nurture PM nurture Anxiety gremlin Anger gremlin Keep cool Build to express Draw on emotion Helping children with loss Sleep support	Cool Kids Speed up Write from the start Disco Dough Occupational Therapy Occupational Therapy online toolkit

How are we developing our intervention programme?

This year, our support for children with difficulties in spellings and phonics has remained a whole school focus. Our SENDCO has ensured that all of the children who are within our bottom 20% of attainment are identified and supported. Across the school from Reception to year 6. 1:1 Read Write Inc assessments enable us to make sure that the individual needs of the children are being met and that they are grouped according to their ability. The assessment also ensures that their reading books are matched exactly to their ability and that precision teaching can set up to fill the gaps and support progress. Any children who did not pass the phonic screening assessments will also receive 1:1 precision teaching and extra phonics small group interventions.

In addition to this we have also invested in the IDL (International Dyslexia Learning) programme to support spelling reading and dyscalculia this Spring and Summer term. This will be reviewed in July 2021.

What training do staff have in relation to the needs of pupils/students at Lightmoor?

The staff here at Lightmoor have a wide range of qualifications, which enable them to support children with SEND effectively. We think carefully about the strengths staff have and how we can use these skills to support the children in our care. Staff have completed professional development courses in the following areas:

- Listen with Lucy (Speech and Language programme)
- ELKLAN (Speech and Language programme)
- Autistic Spectrum Disorder Awareness
- Attachment awareness
- Read Write inc
- Makaton (Sign language for children)

- Positive behaviour management strategies
- Lego build to express
- Physical restraint and handling (MAPA)
- Understanding attachment theory
- Nurture Group training
- Precision teaching
- Cool kids

At Lightmoor Village Primary School 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, including supporting in the classroom during lessons, whilst also working with small groups and 1:1.

Mrs Boxall is our nurture lead and is able to offer support through our 'Treehouse'. Within our nurture provision at Lightmoor we offer a range of support including; key workers, art therapy, keep cool, build to express and children are given the opportunity to talk when needed.

This academic year (2020-2021) all teaching staff have had training in Practical strategies for managing Dyslexia in the classroom training to support the current need of our pupils and all staff have been able to access the psychology 1st aid training,.

How are equipment and facilities provided to support pupils/students at Lightmoor?

The school's SENDCO is responsible for ordering any additional resources which children with SEND may require. A good supply of such resources is also kept in stock. The school follows the advice of outside agencies such as Occupational Therapy to ensure that children's needs are supported appropriately. Resources which are commonly used within school include:

Communication and language	Cognition and learning	Social and emotional, mental health and concentration	Sensory and / or physical needs
Talking tins Sound buttons Elklan resources	Tinted overlays Coloured books Reading rulers Alphabet strips A variety of practical maths equipment Sound buttons (to record sentences) ICT resources including Clicker Colourful semantics	Social stories Calm down boxes Memory boxes Blankets Fiddle toys Emotion cards and thermometers.	Fiddle toys, concentration screens, Personalised timetables, Now and Next boards, Chewelry, Wobble cushion, Writing slopes, specialist pens and scissors, Ear defenders Weighted belt and blankets

How are pupils with special educational needs and disabilities supported in accessing sports, extra-curricular activities and trips?

Lightmoor Village Primary School prides itself on being a fully inclusive school. This includes sport and extra-curricular activities. The SENDCO and class teachers ensure that all external coaches or visitors are made fully aware of the needs of the children in our school. Our teaching staff are experienced in adapting the curriculum in order to make it accessible so that all children can take part in and enjoy sport. We offer a wide range of extra-curricular activities that cater for a range of needs and tastes. These clubs are open to all children.

We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with parents and carers, 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, one of which has a changing table and space for 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 are autism friendly. A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. Our school accessibility plan can be found on the website.

What are the arrangements for consulting parents of children/young people and involving them in the education of their child?

We believe that the parents/carers of children with SEND play an essential role in supporting their children's progress both in and out of school. As a result of this, the school work hard to ensure strong links with parents. The school's Nurture lead Mrs Boxall is available at the start and end of school should parents/carers have any queries or concerns. Further appointments can be made with the SENDCO as required by contacting the school. Class teachers are also available after school on a daily basis. If they are unable to answer a question directly, they may consult the SENDCO and will report back as soon as possible. Feedback on provision for children with SEND is also welcomed.

What are the arrangements at Lightmoor for consulting young people and involving them in their education?

At Lightmoor we encourage the children in our care to be independent learners and to develop a resilient attitude. We therefore love to hear from the children as to how they think they can improve their learning environment, opportunity is given for this through our termly assertive mentoring meetings and pupil voice. SEND children are included in our School Council, Team Safe and our Play Leader programme.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Lightmoor?

The Governing Body is kept up to date and knowledgeable about the deployment of funding, equipment and personal resources through reports and presentations from the head teacher, SENDCO and Link Governor at Committee and Full Governor Body meetings.

- The Link Governor for SEND meets on a termly basis with the SENDCO to ensure appropriate provision is made for pupils with SEND.
- The Governing Body are invited to observe the intervention programmes in place for children with SEND. The SENDCO regularly presents data about the progression and attainment of all SEND children to the Governing Body.
- The Governing Body reviews and monitors the school SEND policy.

If any parents are unclear or unsure of the support their child is receiving however, in the first instance the issue should be discussed with the child's class teacher. If the issue is still not resolved, it may be relevant to speak to one of the SENDCO's, Mrs Siddons or Mrs Cowan, please arrange to speak to or meet with them by making an appointment through the school office. Should further action be required, in line with the school's complaints procedure, the Chair of the governing body may need to be contacted.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Lightmoor and in supporting their families?

As a school, we recognise that the role of outside agencies and organisations is vital in supporting children with SEND. The SENDCO is responsible for coordinating such provision and governors monitor the cost and impact of the agencies that are involved.

Health services

The school has close links with a number of health services, who assist us in supporting a number of children with specific medical needs. Over the course past year, we have received support and advice from the following services:

- Occupational Therapy
- Speech and Language Therapy
- Sensory Inclusion Service
- BEEU
- Behaviour Support
- Paediatric Consultants
- Educational Psychology
- School Nurses
- Early Intervention

Social services

The staff at Lightmoor Primary work closely with social services to ensure that all children in our care are well cared for and supported both in and out of school. Our Designated Safeguarding Leads are in frequent contact with Family Connect and other departments, such as Housing, to ensure that all children at Lightmoor are given the best possible start in life and that they come to school ready to learn.

Local authority services

On an annual basis, the school buys in additional support from the "Learning Support Advisory Team" who are professionals trained in assessing children's needs and providing advice on how best to support them in school. Over the course of the last year, a number of children in school have been seen by the service and they have also provided training around Dyslexia. The school also accesses the Behaviour Support Service (often via the Fair Access Panel) who provide assessment, advice and in some cases trained mentors to work 1:1 with particular children in school. In addition to this, the school makes effective use of the Educational Psychology Service as well as the well-being and ISP panels. In order to keep fully up to date on developments, the School's SENDCO also attends termly SEND Network Meetings, run by the Local Authority.

Voluntary organisations

On some occasions, the needs of particular children are best supported by a more specialist organisation for on-going support and it can be necessary to contact the voluntary sector. Children at Lightmoor have previously benefited from support from organisations such as Relateen and support for recently adopted children.

What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

At Lightmoor Primary School we understand that for children with SEND, moving to a new class, key stage or school can be particularly worrying and may also incur difficulties of a practical nature.

Transition at the start of a new school year

As most children join us in September, we hold a transition morning at the end of the summer term, in July. On this morning children will meet their new teacher and class and take part in fun activities, in their new classrooms. In the first two weeks of the Autumn term of a new school year we also hold a 'meet the teacher' meeting which is a chance for parents to meet the teachers, see the new classroom and ask any questions.

Transfer from a different primary school

It is the responsibility of the previous school a child may have attended to transfer any relevant paperwork to their new school. In addition to this the class teacher at Lightmoor will always contact the previous school to speak with the previous class teacher about pupils. We also invite the parent/carer of the new child starting into school for a welcome meeting with a member of the office staff. For children with SEND all additional information will be read by the school's SENDCO and passed to their new class teacher. If parents have any particular concerns they wish to discuss with either the SENDCO or class teacher, an appointment can be made, as this information is extremely important.

Transition to secondary school

We also think very carefully about the transition of pupils leaving us in year 6 to go to secondary school. Due to the current on-going situation with the Corona Virus transition may look very different again this year. Usually, if a child with SEND has particular concerns about attending secondary school, we arrange additional visits. In previous years our nurture lead has taken individual children or small groups to visit at a quieter time. Many of the secondary schools now also arrange additional sessions for children with SEND as a matter of course, which several children attended this year.

Transition to a special school

It is sometimes felt that the needs of an individual child cannot be fully met at a mainstream primary school and the decision may be made for them to transfer to a local special school. This is only possible if the child already has an "Education, Health and Care Plan" and is a decision which is made in conjunction with school, parents, the Local Authority and often a number of outside agencies. Places are often limited at special schools, but if it is felt necessary for a child's development then this can be an option. Over the course of the last year 1 child has transitioned to a special school setting.

How does the school support Looked After Children with Special Educational Needs?

The school understands that looked after (LAC) and previously looked after children (PLAC) may require additional support in certain aspects of the curriculum and in terms of their social/emotional development. The school has an experienced nurture lead who in conjunction with the senior leadership team, ensures that these children have all the support and assistance that they require. Those with Special Educational Needs and Disabilities are supported as discussed in this document and the school's "Special Educational Needs and Disabilities Policy". For more information on the school's arrangements for Looked After Children please see our "Children in Care" and 'PLAC' policy.

Where is the information on the Telford and Wrekin's Local Offer published?

Telford and Wrekin's Local Offer aims to provide information on what services you can expect from local agencies including education, health and social care. You can access this information here on our SEND homepage or using the link below:

<http://www.telfordsend.org.uk/>

How did the school support children with SEND and their families during the recent COVID-19 pandemic?

From 23rd March 2020 Lightmoor Village Primary School closed for most pupils due to the corona virus lockdown. Despite the closure all pupils with SEND continued to receive support from the school. For those struggling to access learning online through Oak Academy packs of activities were printed and delivered to families and individual resources were made and delivered or arrangements were made for collection. Weekly wellbeing 'check in' phone calls were made to families considered to fall within the "vulnerable" category (as defined by the government). This included those with EHCPs and SEND. Risk assessments were completed for all pupils with EHCPs to assess their needs and the temporary arrangements required to support their needs. These risk assessments were shared with the Local Authority. Where additional support was felt necessary, this was swiftly put in place. The SENDCO also completed a 'Plan on a page' document for all children with an Education and Health Care Plan and these were shared with Parents and Carers to demonstrate what reasonable endeavours staff were completing to meet individual children's needs. Several children accessed additional support from the school's Learning Support Advisory Teacher and Speech and Language Therapy Team remotely during this time. Where contact had not been made for some time, additional wellbeing calls were made and in some cases door step home visits were arranged to ensure safety and well-being.

In January 2021 schools were closed again and systems were set up once again. Using the online learning platform 'Seesaw' teachers at Lightmoor were this time able to send daily videos

and messages to their pupils and families and to engage even more easily and ensure all were supported with individual feedback. This was met with a very positive response from our parents and carers. Work was sent out families that needed it or needed additional resources and arrangements were made for one of pupils with EJCP to come back to school this time and be taught with the keyworker children. Speech and language, mentoring and Strengthening family support were able to be offered online during this lockdown also.

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