



## **SEN Information Report**

### **Kinds of special educational needs and disabilities (SEND) at school**

Lydlynch is a mainstream infant school where all children are valued equally, regardless of their abilities, aptitudes, interests and behaviour. Each child is entitled to a broad, balanced, relevant and differentiated curriculum, with high aspirations for progression and achievement.

At Lydlynch we have children with a range of additional needs encompassing the four broad 'areas of need' which are;

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health Difficulties (SEMH)
- Sensory and/or Physical Needs. (SPN)

### **Information on identifying and assessing children with special educational needs (SEN)**

At Lydlynch we follow current legislative policies regarding special educational needs and our own school policy, which is agreed by our governing body.

We believe in early identification to inform us of any learning difficulties. To assist the teachers in early identification of children with special educational needs we continuously assess and monitor children's progress against the National Curriculum and the EYFS new framework. We also carry out a screening procedure (DEST) for many pupils in Reception, to identify any specific literacy difficulties.

Intervention could be triggered by concern from the teachers, parents or others, underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress, despite the provision of a differentiated curriculum.

At Lydlynch we strongly believe in working in close partnership with parents/carers and their children. Parents/carers have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and the best way to support them. Parents are encouraged to confidentially share any concerns they have about their child's development and progress.

## **Information on provision**

### **a) How we evaluate the effectiveness of provision**

The SENDCo, in partnership with the Headteacher and Governing Body, have the following key responsibilities:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with special educational needs by liaising with, and advising, fellow teachers
- managing Learning Support Assistants (LSAs) in the teaching of pupils with special educational needs
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies, including the support of the LA and Educational Psychology Services, Health and Social Services and voluntary bodies
- ensuring the smooth transition of pupils with additional educational needs to their new class/school or learning environment
- ensuring all relevant records are transferred to the next teacher/SENDCo
- monitoring and reviewing progress of pupils with additional educational needs
- ensuring that barriers to learning are removed and all pupils can access a full curriculum
- monitoring and reviewing intervention programs for effectiveness
- keeping up to date with current SEN training and Government initiatives.

At Lydlynch we strongly believe in working in close partnership with parents/carers and their children. Parents/carers have unique strengths, knowledge and experiences of their children to contribute to the shared view of their child's needs and the best way to support them. Parents are encouraged to confidentially share any concerns they have about their child's development and progress.

### **Assessing and reviewing progress**

Identified pupils will have an Individual Education Plan (IEP) which targets the area where they require 'additional to or different from' support. The pupil and parent/carer will have full involvement in the setting and reviewing of the Individual Education Plan outcomes. Where appropriate, pupils will be given group outcomes. The IEP outcomes will be worked towards, and reviewed regularly, with the pupil, teacher/LSA and parent/carer. Parents are regularly kept informed of the intervention strategies being implemented with their child and are invited to discuss any issues or concerns with the teacher/SENDCo informally, at any time. Review meetings are held every half term and parents are invited to come and have a more formal discussion on these occasions.

Those pupils identified with additional special needs will receive support in one or more of the following ways:

- LSA support
- Differentiated work, modified timetable and environment
- A specific intervention program
- Ideas for home support activities

### **Schools approach to teaching**

To ensure that every child with special educational needs receives the correct amount and type of support, the following intervention systems are in place:

#### **EARLY INTERVENTION (EI)**

At this stage, the teacher has identified a low-level need in a specific area (e.g. literacy). Sometimes we would describe a child at this stage as needing a "boost", which may be as simple as being heard read more in school and at home.

The child will receive support and monitoring within normal classroom activities and will not need individual targets. Children at the EI stage are supported in class groups by the teacher or LSA, and often by parent helpers.

#### **How will I know?**

Your child's teacher may ask you to come in at an early stage to discuss your child's progress. However, it is more likely they will discuss this with you during the usual course of parent meetings. The teacher will probably not even mention "Early Intervention", as it is more useful for you to be aware of your child's needs, rather than be baffled by terminology! The teacher will tell you what is being done in school and is likely to offer suggestions as to how you can help at home.

**"What if my child makes progress?"**

GREAT! This boost has been enough to set your child back on track. The teacher will continue to monitor the progress and will put intervention in place again if needed.

**"What happens if they don't progress?"**

If your child is not making the expected progress, or the area of need becomes greater, the teacher may discuss the next step with the SENDCo and move them onto the next level of support, which is...

**SPECIAL NEEDS SUPPORT**

Children who are experiencing significant and ongoing difficulties with one or more areas of their education, (despite the "boosting" support given at the EI stage), will move onto further levels of support. Your child will have an Individual Education Plan (IEP), which will consist of two or three small outcomes to work towards, following a discussion with the SENDCo, their teacher, LSA, yourselves and your child. Each teacher arranges their own timetable for support, but you can be assured that your child will receive at least three weekly sessions in a small, focused group, or one to one (when available), as well as many other opportunities to work on their area of need. IEP Interventions are mostly delivered by our excellent LSAs, in close collaboration with the teacher.

**"How will I know?"**

If your child requires an Individual Education Plan, the teacher will ask you to come and discuss the areas your child needs to work on. You will be involved in developing the writing of the IEP and your child will be involved through informal discussion, in order that all are aware of new outcomes. You will be given the opportunity to review the plan and progress each term. Your opinions are most welcome and will always be considered.

You will be given ideas of how you can support your child at home to achieve their new outcomes.

**"What happens if my child makes progress?"**

FANTASTIC! After a period, the teacher may decide that your child is now making the expected progress and will move them to the previous level – EI, where they will continue to be monitored at a much lower level.

**"What happens if they don't progress?"**

You will already be aware of your child's difficulties, and there may come a point where they will require specialist support and advice to meet their needs, either in the short or long term. This will take them onto the next level of support.

A child who is still not making expected progress, despite an Individual Education Plan (IEP) and extra support, will require specialist support from an external agency (for example the local Educational Psychologist). At this stage, you will be asked to come and discuss the right type of specialist support that your child requires, and the teacher and/or SENDCo may be present at this meeting. Many children who really struggle with their education or behaviour benefit highly from the expert advice and support given by various specialists. You will always be invited to come and discuss the options with the teacher and SENDCo, and we never proceed without your full consent. We feel confident that you will feel more comfortable and positive about specialist support once you have the chance to discuss and ask questions.

**Formal Assessment and Education and Health Care Plan (EHCP)**

In a few circumstances, a child's needs may be severe and ongoing, and they may require the assistance and guidance of the Local Authority to assess their needs more formally. Parental involvement at this stage is very important and full guidance will be given from the Inclusions Manager at every stage of this procedure.

## **How the school adapts the curriculum and learning environment**

### **Quality First/Adaptive Teaching**

*All pupils benefit from:*

- Teacher understands and plans to overcome barriers for learning, e.g. visual timetables.
- Questions are differentiated to challenge all children.
- Resources appropriate for age and stage of child.
- A range of teaching and learning styles are used, including multisensory approaches.
- Flexible grouping for subject areas – according to task/child's preferred learning style.
- Ongoing monitoring and evaluation of impact of teaching on learning.
- Formative assessment informs planning of next steps in learning.
- Appropriate use of TAs (planning in advance, clear explanations of expectations, ensuring TAs work with mix of abilities).
- Pupil involvement in self-assessment, target setting and reviewing learning independent learning is promoted.
- All adults involved in a child's learning liaise regularly and review targets.
- Emphasis on consolidating learning across the curriculum.

### **Small focused group teaching (Early Intervention)**

#### Literacy

- Small group Little Wandle catch-up sessions (Yr R-2).
- Focused handwriting groups (Yr 1-2).
- Additional reading support (additional 1-1 reading sessions delivered by LSA, teacher and any adult helpers) (Yr 1-2).
- Multi-sensory learning
- Booster writing group for Yr1-2s
- Booster phonics (Yr 2, to support those who haven't passed phonics test)

#### Maths

- Small group maths booster provision (Yr1- 2)

### **Speech, Language and Communication Needs**

Small group narrative work with Speech and Language LSA

Talk Boost

### **Emotional/Behaviour**

- Emotional Literacy support (ELSA) (small group or drop in)

### **Motor Skills**

- Hand gyms (for children to use independently)

### **Specific targeted intervention for pupils identified as requiring SEN support**

#### Literacy

- Catch Up Literacy
- Precision Teaching (Yr 1 & 2)
- Little Wandle 1-1 Catch up (Yr R, 1 & 2)
- Paired Reading
- Multi-Sensory Learning

## Maths

- Catch Up Numeracy
- Individualised maths activities

## Speech, Language and Communication

- Activities (e.g. following schemes like Derbyshire) with trained S&LTA, with specific speech targets following termly visits and advice from Speech and Language Therapist.

## Emotional/Behaviour

- ELSA support (1-1 for programme)
- Individual behaviour management plans with incidents recorded on observation charts
- Behaviour diaries, individual behaviour charts, time out areas, individual workstations, individual visual timetables (rewards, choice time, stickers)
- Liaison with external agencies (EP, Clifford Centre)
- Outreach support (Forest Park)
- Clear rewards and sanctions (with parent support)
- Multi Agency Support for the Family
- Sensory Circuits
- Social Skills
- Nurture Group

## Motor skills

- Occupational and Physical Therapy programmes set up for individuals

All children who are on these interventions will have an Individual Education Plan.

## **Additional support that is available**

We offer a full range of support at Lydlynch and decisions about appropriate support are made in partnership between the SENDCo, class teacher, appropriate external agencies and partnership with parents.

At Lydlynch we strongly believe in working in close partnership with parents/carers and their children. Parents/carers have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and the best way to support them.

If a pupil is identified as having special educational needs, the teacher will notify the parent/carer of their concerns. The parent/carer and child will be fully involved in their education and will be supported with activities/strategies to carry out at home.

## **Activities that are available for pupils with SEN**

All children will be involved in external activities. We believe in being fully inclusive and make reasonable adjustments to ensure this is the case for activities outside the school classroom, including school trips.

We run a selection of school clubs. All staff, including external providers, are briefed about the individual needs of each child so they can take part.

Parents who have children with additional needs can take part in the planning for trips by liaising with their teacher and SENDCo.

The governing body is committed to having a high level of support from TAs to ensure children are well catered for in the school day, including lunchtimes and breaks. The school is easily accessible for all pupils. The school also has the Hive where, at key times in the day, children are welcome to receive extra support.

## **Support that is available for improving the emotional and social development of pupils with SEN**

The school offers, ELSA, and high levels of LSA support to ensure each child has a high level of pastoral, medical and social support. There are clear policies about administering medicines and providing Individual care to children and all staff are trained to do this.

The school has a robust Child Protection Policy and two fully trained Child Protection Officers.

We have clear guidelines for behaviour following the guidelines of *Rights Respects and Responsibility*. Individual children have Individual Behaviour Management Plans to help them, and their parents, understand their part in keeping our school community a safe place to be. We have the support of outside agencies such as our Educational Psychologist and the Behaviour Support Team, where needed.

We believe all children have the right to contribute to the development of our school regardless of any additional needs.

### **Name and Contact Details of SENDCo (SENCo)**

Mrs Carol Whitmarsh is SENDCO at Lydlynch Infant school. She is the first point of contact for parents who wish to discuss any SEND concerns about a child. She is also able to provide information for prospective parents. She can also signpost parents to relevant agencies and offer advice and support. Her door is always open.

She can be contacted: 02380863188 or by email: [c.whitmarsh@lydlynch.hants.sch.uk](mailto:c.whitmarsh@lydlynch.hants.sch.uk)

### **Information about expertise and training of staff**

We believe all staff are teachers of children with SEND. However, we provide staff with a full range of training on induction. Our TAs are also trained to deliver appropriate intervention programmes. One of our TAs are specialists in speech and language, and one is trained in emotional literacy (ELSA), plus nurture group accredited. The school believes in planning strategically and, prior to admission, Transition Partnership Agreements (TPAs) are held, and the school liaises with parents and local pre-schools to determine what provision is needed for each child and any training gaps that need to be filled.

### **What specialist service and expertise are available at, or accessed by, the school?**

The school has active relationships with the School Nurse, Speech and Language Therapist, CAMHS, Educational Psychologist, Physiotherapist, Occupational Therapist, Specialist Teacher Advisory Service and Behaviour Support Team

### **What training have the staff supporting SEND had or what training are they having?**

All staff have annual child protection training. The SENCo also meets regularly with staff to review provision and training needs. The SENCo has a degree in education and in has a SENCo accreditation.

Staff are trained in:

Nurture Group provision  
Learning Intervention programmes, ELSA (Emotional Literacy)  
Team Teach (positive behaviour handling)  
Makaton (sign language)  
Speech and Language Therapy

### **What specialist service and expertise are available at, or accessed by, the school?**

The school has active relationships with outside agencies who come into school to support your children and the school to deliver the best provision. These include;

- The School Nurse
- Speech and Language Therapist
- CAMHS and well-being support
- Educational Psychologist
- Physiotherapist

- Occupational Therapist
- Specialist Teacher Advisory Service
- Behaviour Support Team
- Mental Health support

### **Information about how equipment and facilities support children with SEND**

The school is on one level, for children to access. As such, the school is fully accessible for wheelchairs. There are disabled changing and toilet facilities and one disabled parking bay.

We work with outside agencies to resource any extra provision needed for individual children. Families are complete partners in the ensuring that their children are fully included.

### **Arrangements for consulting and involving parents**

Partnership with parents and carers is key to everything we do. This starts before the children even start at our school with a range of induction events. We offer twice yearly formal parent consultations, half termly assess/do/review meetings, annual formal reports, curriculum evenings and open day. We also pride ourselves on our open-door policy, and parents are welcome to discuss their child's needs at any time with their class teacher or other key staff.

### **Who can I contact for further information?**

The SENDCo, Mrs Carol Whitmarsh

### **Arrangements for consulting and involving children**

We have Pupil Council who contribute views for whole school issues. Children with Individual Education Plans can contribute their views and opinions. Children are also asked for their views for statutory assessment, annual reviews and Transition Partnership Agreements. Children are also asked for their views and opinions about school in one-to-one meetings with the SENDCo.

### **How do governors' support SEND at Lydlynch?**

The governing body is committed to supporting SEND at Lydlynch and work closely with staff and a range of professionals to fully meet the needs of each child as outlined above. Our SEND governor is Jess Martin and she works closely with the SENDCO.

### **Who do I contact for more information or to discuss a concern?**

If you would like to discuss anything in this report, please contact admin via the school email [adminoffice@lydlynch.hants.sch.uk](mailto:adminoffice@lydlynch.hants.sch.uk).

If you have a concern, please liaise with your child's teacher at the end of the day or telephone the school to arrange a mutually convenient time. If necessary, an appointment can be made with Mrs Millington (Headteacher) or Mrs Whitmarsh (SENCo).

We have a proactive approach to solving complaints and parents are always welcome to share their concerns at any time with their class teacher, SENCo or Headteacher.

All concerns are taken seriously by the school. We also have a formal complaints policy which can be accessed on our website or in hard copy from the school office. This clearly outlines what to do and key people to contact, including the Governing Body.

### **How do we support transition for pupils with SEND?**

Lydlynch has good relationships with all feeder nurseries and junior schools.

We understand that transition is a very important process, and we aim to ensure this is as smooth as possible for you and your child by;

- The SENCo will liaise with the Local Authority and with parents to ensure need can be met at the new setting.
- Adjustments will be put in place for when your child arrives and the SEND strategies will be shared with relevant staff.
- When children transfer to our school or another school the SENCo will liaise with the schools to gather or share information.
- TPA (Transition Partnership Agreements) are arranged between you and both schools to share important information regarding your child and strategies will be shared. An agreement will be made about the support that will be put in place.
- Transition taster days / visits are organised so your child can feel as settled as possible.
- When moving classes' information and strategies are shared during summer transition meetings and new IEP's will be written in conjunction with current and next teacher to ensure support is put in place for your child.
- The SENCo can prepare social stories to help support the move between schools and classes.

**This SEND Information Report should be read in conjunction with the following school policies, all of which can be found on the school website**

- Local offer
- SEND policy
- Accessibility plan
- Teaching and Learning Policy
- Behaviour Policy
- Safeguarding policy

### **13. Information on where the Local Authority's offer is published**

This document fully outlines our school's commitment and responsibility for contributing to Hampshire County Council's local offer. Their local offer can be found on the following link <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>