

Lakenheath Primary School

School Information Report

Special Educational Needs and Disability (SEND)

Lakenheath Primary School is an inclusive school. We ensure that all pupils are included in all aspects of school life throughout our school.

From time to time, some children require additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parent/careers will be informed when this happens.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support.

- All children requiring support which is 'additional to' and 'different from' the well differentiated curriculum which is available to all students, are considered to have 'Special Educational Needs Support (SENS)' There are four broad categories of SEN:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health
  - Physical and sensory

We have children in all of these categories of SEN.

Children who require support in terms of their acquisition of English are not considered SEND pupils but as they may require additional support, their needs are reflected in our School Information Report.

Our School Information Report describes the range of provision and support available to support identified children as and when appropriate. This report is subject to change depending on budgetary constraints and policy review.

### **Provision to facilitate/support access to the curriculum and independent learning.**

- Small group support in class from teacher or TA
- Appropriate differentiation of task and activities
- Use of visual support in class
- Provision of individual/visual timetables
- Individual checklists
- 'Now and Next' boards
- Sand timers or other motivational strategies
- Peer and self-assessment in English and Mathematics
- 'Next steps' for English and Mathematics
- Scaffolding e.g. writing frames, story maps
- Training in routines of school day when appropriate
- School council to promote pupil voice

### **Access to a supportive environment – iT facilities, resources**

- Extensive and consistent use of visual support both in and out of class to support understanding and facilitate access to the school environment and learning
- Pre-teaching of new concepts and vocabulary to enhance independent learning
- Use of interactive white-boards
- Regular access to computers and lap-tops

### **Strategies to support/develop maths**

- Differentiated curriculum planning, activities and outcome
- Targeted small group support in class
- Withdrawal of small groups or individuals for additional mathematics support
- Use of support resources
- Provision of table-top resources to ensure that learning is multi-sensory and practical
- Learning through concrete > pictorial > abstract stages
- Advancement of more able pupils through provision of further challenge to deepen thinking and understanding
- Use of dyscalculia screening test

### **Strategies to support/develop English including reading:**

- Differentiated curriculum planning, activities and outcome
- Additional small group English support from Teaching Assistant
- Differentiated and multi-sensory activities
- Small group reading support in class through guided reading or individual reading support out of class from volunteers
- Use of Dyslexia screening test to identify possible Specific Learning Difficulties and specific areas of concern which informs individual support plan where necessary
- Intervention support programmes e.g. Dancing Bears, Rapid Phonics, Accelerated/Acceleread/Accelerewrite

### **Strategies to support/modify behaviour**

- Consistent school-wide implementation of the school's behavior policy
- SENS registration of pupils whose behaviour difficulties are persistent and constitute a barrier to learning. Provision may include close collaboration with parents/carers, home/school agreement and communication book to ensure daily communication between home and school and daily behaviour oversight by school staff.

- Pastoral support to support children's behavior in and beyond the classroom, including Pupil Parent Support Worker.
- Where a pupils' behavior deteriorates because of inadequate response to the above provision, a referral may be made to one or more of the following agencies: County Inclusion Support Services (CISS), First Base, CAMHS or Educational Psychology.
- Additional family support: CAF (Common Assessment Framework)  
TAC (Team around the child)

### **Strategies to enhance self esteem/promote social well-being**

- Advice from the CAMHS (Child and Adolescent Mental Health Service) for children and their parents/carers on referral, delivered at CAMHS or school as appropriate
- A nurture group that addresses pupils' specific social and emotional needs
- Weekly whole-school achievement assemblies
- Visits from the school nurse and dental nurse
- Weekly PSHE lessons/circle time
- Art nurture group
- Draw and talk

### **Support/supervision at unstructured times, including personal care**

- Trained midday meals supervisors in the hall and playgrounds
- Lunchtime play-leaders to deliver specific lunchtime activities
- Midday meals supervisors initiating and supporting activities during lunch time
- Specific play areas and equipment to cater for a range of interests
- Senior member of teaching staff on duty at lunchtime

### **Strategies /programmes to support physical needs**

- Implementation of recommendations by occupational therapist or physiotherapist by an allocated member of staff

- Provision of support resources such as writing wedges, pencil grips and ear defenders
- Delivery of Gymtrail intervention by Teaching Assistants

### **Access to medical interventions**

- Meetings between SENCO and school nurse when necessary
- Wide range of support staff and midday supervisors trained in First Aid
- Annual staff training in the administration of support and/or medication for Anaphylaxis (Epipen) use, Asthma and Epilepsy
- Liaison with medical professionals for children with ongoing treatment
- Factsheet with photographs of child and details of the child's condition and required medication displayed in the staffroom, at first aid stations and in classroom folders
- List of dietary requirements displayed in the school kitchen
- Individual protocols for children with significant medical needs
- Care plans (IChPs) in place and displayed in staffroom, office and in classroom folders

### **Strategies/programmes to support speech and language**

- Assessment by and intervention from a Speech and Language Therapist on referral
- Delivery of SALT interventions by a specially trained Eklán trained Teaching Assistant

### **Engagement with parents/carers- liaison with parents/carers**

- Meeting and greeting of parents/carers and pupils at the start and end of the day by staff
- Opportunities to meet the teacher at the start of the academic year
- Progress meetings with parents/carers by class teacher and SENCO when necessary
- TAC meetings convened where a pupil's/family's needs are assessed as significant
- Meeting between teachers, SENCO and parents who have concerns

- Newsletters sent out to all parents to provide up-to-date information
- Email alerts with reminders for upcoming events
- All staff trained in child protection at regular intervals
- Collaboration and communication with all external professionals involved with children, as appropriate e.g hospital consultants, GPs, CAMHS practitioners

### **Monitoring and Evaluating the impact of the 'additional and different' arrangements – on progress and outcomes – for pupils with SENS**

- Regular pupil progress meetings with Teacher, SENCO and school leadership
- Monitoring of individual targets
- Intervention/lesson observations on a termly basis
- Analysis of records of intervention to evaluate effectiveness
- Pupil voice interviews
- Analysing data using rigorous tracking system
- Extended parents' evening sessions for pupils on SENS to review child's progress

### **Transition Arrangements**

Children and young people with SEND can become particularly anxious about 'moving on' so we seek to support successful transition by:

#### **When moving to another school**

- Sharing information with the school SENCO about special arrangements and support that has been made for SEND pupils
- Ensuring all records are passed on as soon as possible

#### **When moving to another class in school**

- Transition meeting for pupils in Early Years in the term before pupils start school
- Early Years home/school visits
- Visits to new class and a taster session with new teacher
- Additional support for identified pupils with pictures of their new environment and information

- An information sharing meeting between teachers

#### **Year 6/7 transition**

- The SENCO and class teacher will meet with the SENCOs from the next schools to discuss the specific needs of SENS pupils and the nature/ level of support which has been provided and had the greatest impact/benefit
- Additional visits to the new school arranged for identified children and their parents
- All records will be passed on as soon as possible

#### **Arrangements for Specialist Expertise in and outside of school**

- Early identification of needs requiring referral to external professionals
- Regular communication and information sharing with a range of external agencies
- Sharing of referrals and professional reports with parents