



## **Lord Street Primary School SEN Information Report May 2022**

### **What are the four areas of additional needs?**

At Lord Street Primary School, we have children with a range of Special Educational Needs. We support these children in many different ways to ensure that they can access our broad and balanced curriculum. They may have additional needs in one or more areas as set out in the Code of Practice 2014:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

### **How will my child be identified as having a SEND?**

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it *may* be that the child has SEN. Information will be gathered from parents, teachers and the pupil where appropriate.

Other factors such as absence, attending lots of different schools, difficulties with speaking English and other worries may affect progress. The school understands that many learners may be vulnerable but this does not necessarily mean that they have SEN.

### **How will Lord Street assess my child's progress?**

- Assessments will be carried out prior to the intervention so that progress can be measured.
- Regular reviews will take place to ensure that the intervention is having an impact.
- Should progress be less than expected, consideration will be given to adapting the frequency, duration and delivery of the intervention.
- Regular reviews will take in to account the views of all those involved with the child.
- Where difficulties persist, despite targeted, reactive intervention over a period of time, outside agencies may be requested, with the parents' consent. This may include: services from the Local Authority, Speech & Language Therapy Services, Occupational Therapy, Physiotherapy, an Educational Psychologist or health services such as a Visual and/or hearing specialists.

## How could my child get help in school?

At Lord Street Primary School, we ensure that all pupils are valued and have equal access to a broad and balanced curriculum which is differentiated or adapted to meet individual needs and abilities.

- We have successful communication between teachers, children with SEN, parents of SEN children, intervention leaders and outside agencies.
- We discuss progress and next steps with parents/carers during termly SSP (school support plan) review meetings and when completing 'All About Me' profiles for children who have funding through the authority.
- We are committed to developing the knowledge and skills of staff to manage the challenges of the range of needs in the school, and to ensure that all support is of a high quality.
- We have developed an effective review cycle that allows us to monitor, review and plan for next steps of development.
- We ensure that consideration of SEN crosses all curriculum areas and aspects of teaching and learning.
- Early intervention is key and support is put in place quickly where needed.
- Support, which may be in class, in small groups or one-to-one, is personalised and targeted.
- All of our children are taught to value and embrace how we are different. Issues relating to this are covered during our annual Anti-bullying week, through our PSHE lessons, assemblies, our rainbow room nurture groups and through our positive ethos throughout school.

## Support for children with Special Education Needs

If the learner is identified as having SEN, we will provide support that is '**additional to**' or '**different from**' the adapted approaches which are provided as part of high quality, personalised teaching.

**Assess** – we will take information from parents or carers, class teachers and their assessments and the child where appropriate.

**Plan** – we will then identify barriers to learning, intended outcomes and details of support. This information will be recorded on an SSP which will be reviewed at least termly.

**Do** – we will then provide the additional support. The class teacher is responsible for working with the child on a day-to-day basis which includes overseeing interventions undertaken outside of the classroom. Teachers work closely with the teaching assistant delivering the intervention to discuss progress and to ensure links are made with classroom teaching.

**Review** – We will regularly measure the impact of the support provided and consider any changes which may need to be made. All of those involved with the child will contribute to this review which will happen at least once a term.

This additional support will be tailored to meet the child's needs and will target the area of difficulty. These interventions may be within class, with a small group of children with similar needs or on a one-to-one basis. The support provided, and its impact, will be monitored closely and shared regularly with child and with their parents or carers.

For a small number of learners, their needs may require access to technology e.g. modified ICT equipment, recording devices or larger print etc.

While the majority of children will have their needs met in this way, some may require an EHC (Education, health & care) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

## What opportunities for enrichment will my child have?

We believe that all children are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all. We work with other schools in our Local Authority

and take part in SEND sporting activities. We have excellent drama and dance opportunities for all children and these may take place during school time or are put on as a club before or after school.

Please contact us if your child has any specific requirements for extra-curricular activities.

### **How will Lord Street cater for the social and emotional development of my child?**

At Lord Street Primary School, we understand that the social and emotional development of all children makes a significant impact on their ability and readiness to learn.

The school employs a full time Safeguarding Lead and Family Support Manager to liaise with parents and external agencies and professionals in order to ensure that our children are appropriately safeguarded, both in school, and out.

Lord street are also fortunate enough to have an in-house councillor to work with our children if they require additional support in this way.

We have 62 children who volunteered to be trained as mental health champions. We work closely with our NHS Mental Health in school Team, who deliver 1:1 session's with identified children along with parent led interventions and workshops.

Parents can make appointments with both the Safeguarding Lead and Family Support Manager through the main school office.

### **Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs/Disability? And how can I talk to them about my child if I need to?**

#### **Class Teacher**

S/he is responsible for:

- Ensuring that all children have access to good / outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCo as necessary.
- Writing School Support Plans (SSP's) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and / or conditions and what specific adjustments need to be made to enable them to be included and to make progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEN Policy is followed in their classroom for all the pupils they teach with SEN or Disabilities.

The Class teacher can be contacted at the end of the school day. To arrange an appointment, please telephone school.

#### **Acting SENCo**

Mrs Hannah Burgess

[sendco@lordstreet.lancs.sch.uk](mailto:sendco@lordstreet.lancs.sch.uk)

She is responsible for:

- Coordinating all the support for children with special educational needs (SEN) and / or disabilities, and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  1. Involved in supporting your child's learning
  2. Kept informed about the support your child is receiving
  3. Involved in reviewing how they are progressing
  4. Fully involved in planning ahead for them
- Liaising with all other people who may be coming into school to help support your child's learning eg.

Speech and language Therapy, Educational Psychology etc.

- Updating the school's SEN record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write School Support Plans (SSP), that specify the targets set for your child to achieve.
- Organising training of staff so they are aware and confident about how to meet the needs of your child and others within school.

Our SENCo can be contacted by arranging an appointment through the school office.

### **Admission arrangements**

All parents are asked to express preferences for three primary schools. Published criteria are used to decide which children should be offered the available places. In primary schools an equal preference scheme has been introduced to comply with the Schools Admission Code, whereby three parental preferences are given equal status and will be considered equally against the admissions criteria. Our admission number for each year group is currently 60.

When a school is oversubscribed on parental preferences, then the following priorities apply in order:

1. Children in public care at the time when preferences are expressed and who are still in public care at the time of their admission to school, then;
2. Children for whom the Local Authority accepts that there are exceptional medical, social or welfare reasons which are directly relevant to the school concerned, then;
3. Children with older brothers and sisters attending the school when the younger child will start, then;
4. Remaining places are allocated according to where a child lives. Those living nearest to the preferred school by a straight line (radial) measure will have priority.

#### **Tie-break**

The distance criterion which will be used as the tie-breaker if there is oversubscription within any of the admission criteria is a straight line (radial) measure. If the Local Authority is unable to distinguish between applicants using the published criteria (e.g. twins or same block of flats) places will be offered via a random draw.

This is a summary of the admissions policy. Please refer to the School Prospectus and the school website for full policy details.

## Staff training

All of our teaching assistants have had training for the interventions that they deliver and work closely with the class teacher and SENCo to monitor impact.

All staff are given regular SEN updates and support from the SENCo.

Designated staff have undertaken relevant First Aid Training including Emergency Aid, First Aid at Work and Paediatric First Aid. A number of relevant staff have had diabetes training and Epipen training through the School Nurse or other NHS professionals.

Staff are engaging with professionals, including Educational Psychologists, Specific Learning Difficulty Specialist Teachers and Speech and Language Therapists in order to ensure that they are appropriately skilled to support children at a quality first teaching level. Most members of staff have been trained in Positive Handling Strategies.

## How will I as a parent / carer be involved in my child's learning?

Parents/carers are invited to contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Children are also asked to contribute in a way that is appropriate to their age and understanding. SSP's are discussed and shared termly, or more frequently if necessary, and the targets are discussed with the children and parents. Appointments can be arranged with relevant staff to discuss concerns as they arise. Appointments can be made with the Headteacher, Class Teachers or the SENCo through the school office.

School holds two main parents' evenings and a final report each academic year to share progress and targets. Parents/carers are welcome to request meetings more frequently and some families have brief meetings on a weekly basis if this is deemed appropriate.

Parent/carers questionnaires are provided annually so that views and suggestions can be shared. Newsletters are produced weekly and our website is updated regularly.

## How will my child be involved with their learning?

All pupils are expected to engage in their learning which includes knowing their strengths and areas to develop. This can involve: discussing their work, assessing their work and responding to marking and feedback.

In addition to this, children with SEN are asked to comment on their progress towards their SSP targets and possible next steps.

## How will we support your child when they are leaving school OR moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEN/ and or disabilities and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - \*We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that need to be made for your child.
  - \*We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - \*Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place

with the new teacher. All SSP's will be shared with the new teacher.

\*Parents, SENCO and new teacher meet in the summer term to prepare for change.

\*Training needs are identified for new staff and courses attended as soon as possible.

\*Physical changes are made in the new class during the summer holiday if necessary.

**In Year 6:**

\*The SENCo will meet to discuss the specific needs of your child with the SENCo of their secondary school.

\*Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.

\*Your child will engage in transition activities with the whole class.

**Arrangements if a child with SEN is excluded**

If exclusion is deemed necessary then the parent / carer will be called into school and given a start and end date and time for the exclusion. This is never more than five consecutive days.

**Local Authority's local offer**

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

**School SEN policy**

See 'School Policies' section on the school's website.

**Mrs Hayley Walsh**  
Headteacher

**Ms Michelle Iddon**  
SENCo

**Claire Birkett**  
SEND Governor