



SEND Information Report

Special Educational Needs and Disabilities (SEND) - Information

This document has been designed to answer Frequently Asked Questions and provide parents with an understanding of how Lincoln Gardens Primary School provides for children with SEND. If you have any other questions, do not hesitate to contact the Special Educational Needs Coordinator (SENDCo) Mrs C Bradley, through the school office or via email.

What are Special Educational Needs?

The SEND Code of Practice 2014 defines a child as having a special educational need if they have:

“a significantly greater difficulty in learning than the majority of others of the same age.”

Or

“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 school.”

We provide Special Educational Needs and Disability (SEND) support for pupils with significant needs in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and /or Physical

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

The SEND Policy sets out how pupils with SEND are identified and assessed. A copy can be found on the school's website. It explains how we use a range of information to assess a child's needs including:

- Pupils' progress monitored termly.
- Teacher assessments.
- Internal tests.
- Dyslexia and dyscalculia screenings and a range of toolkits.
- Parent information.
- Outside agency information and assessments.

If you are concerned about your child's progress or attainment you should initially contact your child's teacher. At Lincoln Gardens Primary school, we believe that all teachers are teachers of children with SEND, and the class teacher should be the first port of call if you are concerned about your child's needs, behaviours or attainment. If you have further concerns you can contact the SENDCo. Alternately, the teacher may make a referral to the SENDCo if quality first teaching and interventions are not working.

At Lincoln Gardens we currently have the following numbers of children on our SEN register:

	Lincoln Gardens (children out of 420)	National (published June 2023)
SEN	12.1% 51/420	17.3%
SEN Support	10.2% 43/420	13%
SEN EHCP	1.9% 8/420	4.3%

Our highest primary areas of need are:

- 1) **Speech, Language and Communication (who have Speech and Language Therapy)**
- 2) **Specific Learning difficulty including dyslexic and dyscalculic traits**
- 3) **Autism (ASD/ADHD)**

How will I be consulted about my child's needs?

If there are concerns about your child you will be contacted by your child's teacher either by class email, telephone, letter or when you visit the school.

If your child is identified as needing SEND Support, the school will continue to consult with and keep you informed through:

- Parents evenings.
- Review meetings.
- School reports.
- Annual Review meetings for a child with an Education Health and Care Plan (EHCP).
- Letters.
- Phone calls.
- Meetings with outside agencies if they are actively involved.
- IEPs (Individual Education Plans) are written by class teachers. They include targets that the children are working on. Parents and children contribute to these plans.

- IPPs (Individual Pupil Plans) are written and shared with parents and children. These include strategies that are used in school to support individual pupils.

How will you consult with my child about their needs?

- Teachers will talk to pupils about their targets (on their IEPs and IPPs) and how they can achieve them.
- When outside agencies come in to work with your child they discuss what they are going to do with the child.
- Child friendly materials are used in school to discuss wishes and feelings with pupils.
- The pastoral team will work with children to find out what they think. This may be through regular drop ins or nurture sessions.

What arrangements for assessing and reviewing pupil's progress towards outcomes are in place?

- Pupil progress is monitored on a termly basis through teacher assessment and internal tests.
- Termly pupil progress meetings take place with the head teacher, the senior strategic team, teachers and the SENDCo.
- Termly SEND meetings take place with parents, teachers, teaching assistants and the SENDCo to discuss targets that have been set on IEPs and IPPs.
- Additional pupil assessments may be completed if appropriate.
- Assessments by outside agencies as required.
- Annual review meetings with parents with teachers and/or outside agencies
- Termly parent consultation evenings.

What arrangements are made for supporting my child in moving between phases of education?

- General/SEND information requested from other settings/schools.

- Transition meetings with Foundation staff on entry and with Y1 teachers when leaving Reception.
- Home visits and observations in setting if appropriate.
- During Y6, transition sessions are held and run in their chosen secondary school.
- Year 6 Transition Days.
- Extra transition visits for nominated students and transition booklets are produced.
- Annual Review meetings will consider transition.
- Transition days for pupils transferring to Specialist Schools.
- The SENDCo and class teachers will liaise with secondary schools in the summer term to ensure that the school have a good understanding of the child and their individual needs.

What is Lincoln Garden's approach to teaching pupils with SEND?

We believe that all pupils should be equally valued and therefore promote equality of opportunity to develop a learning environment where all pupils can flourish and feel safe. The school believes that all teachers are teachers of SEND and are therefore responsible for ensuring that the needs of all children are met.

How are adaptations made to the curriculum and the learning environment of pupils with SEN?

Teaching staff will:

- Appropriately differentiate their lessons.
- Organise their classroom appropriately to meet the needs of their pupils.
- Personalise teaching and learning as appropriate.
- Modify their teaching methods and approaches.
- Use alternative methods of assessment as required.

Pupil's with SEND may also need:

- Additional in-class support.
- Subject specific intervention sessions delivered by teaching assistants or teachers.
- Specialist equipment.

- Adaptation of exam arrangements to allow students to access end of Key Stage SATs

Where pupils do not make expected progress and attainment and the school has made all attempts to support a pupil through Quality First Teaching and intervention, outside agencies may be involved in reviewing the progress that pupils make as a result of any SEND Support put in place.

What expertise and training do staff have to support pupils with SEN?

- External agencies are brought in to deliver specific training to staff.
- Specific training is given in aspects of SEND through in-service training.
- Continuing Professional Development training is provided for individual staff.
- Teachers/TAs have specific training e.g. autism, dyslexia and speech and language to help support pupils and these skills are utilised to give an effective team approach.
- The SENDCo attends national training to ensure the school has the most up-to-date information. The NA SENDCO award is currently being completed by the SENDCO.
- The SENDCo attends the termly SENDCo updates run by the Local Authority to ensure they are aware of local developments.

How do you evaluate the effectiveness of the provision made for pupils with SEND?

- Lincoln Gardens Primary School follow an Assess, Plan, Do, Review cycle when supporting pupils with SEND. This is a collaborative process, which includes teachers, parents, pupils and the SENDCo. As part of the review process, we will assess your child's progress in a number of ways including:
 - Beginning and end assessment comparisons for SEND Support interventions
 - Outside agency assessments and reviews
 - Monitoring progress rate during pupil progress meetings
 - Discussing with the child if they think they are making progress and if their support is helping

How are pupils with SEND enabled to engage in activities available to pupils in the school who do not have SEND?

The school takes all reasonable measures to ensure that all pupils can access both curricular and extra-curricular activities.

- Additional support is available in class.
- Interventions are put in place to boost learning to enable pupils to access mainstream lessons.
- Teaching, materials and resources are differentiated appropriately.
- Outside agency advice is sought and implemented.
- Additional / specialist equipment is put in place as required.
- Extra-curricular activities are adapted and modified as necessary including the use of suitable transport as required.

What support for improving emotional and social development is available?

The school has a pastoral and inclusion officer who provides support for pupils with emotional and social difficulties: this includes nurture sessions in groups or 1 to1. A wide range of interventions are available to support pupils including:

- Lunch clubs
- Social Skills
- Nurture sessions
- Sibling Support sessions
- 1-to-1sessions

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In addition, teaching staff receive training on supporting the Mental Health and Wellbeing of pupils through PHSE and activities such as circle time.

Miss Cook is the school's Mental Health Champion. Miss Nuttall is the Mental Health Senior Lead, who leads regular Mental Health Team meetings within school, involving members of the leadership team, the PE Coordinator, the PHSE Coordinator and the SENDCo to discuss how Lincoln Gardens Primary School can best meet the well-being needs of our children.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils SEND and supporting their families?

The school liaises with a wide range of outside agencies to support pupils with SEND and their families. They will undertake assessments to help identify need and provide advice and strategies on how to best support the pupils both in school and at home. Agencies usually consult with parents both before and after they have worked with pupils. These agencies include:

- Speech and Language Therapy Service
- St Luke's Outreach Worker
- Educational Psychology service
- Hearing Impairment Team (HI)
- Visual Impairment Team (VI)
- Physical Disability Support Service (PDSS)
- Occupational / Physiotherapy Therapist
- ASET (Autistic Spectrum Education Service)
- Hospital Outreach Services
- School Nurse
- Child and Adolescent Mental Health Services (CAMHS)
- Behaviour Support Team

If parents want independent advice the school can signpost parents to the SEND Information and Support Service (SENDIASS) who provide impartial advice and support to parents.

What do I do if I have a complaint about the provision my child is receiving in school?

In the first instant contact your child's teacher. If you are still unhappy contact the SENDCo if the complaint is related to SEND provision. If you wish to take the matter further, then follow the standard school complaints procedure. This is found on the school's website.

The North Lincolnshire Council Local Offer

The SEND Local Offer in North Lincolnshire aims to provide you with the information you may need, or want to know, about resources, services, support, activities and events for North Lincolnshire's children and young people with Special Educational Needs and/or Disabilities and their families. Information is arranged according to age from pre-school through to early adulthood. This can be found at the following link:

<http://www.northlincslocaloffer.com>

Arrangements for supporting pupils who are looked after by the Local Authority (LA) and have SEND

The school closely monitors pupils who are looked after by the LA and have SEND to ensure that they make the appropriate progress and reached expected levels of attainment wherever possible. Wherever it is identified that a pupil has a special educational need, appropriate resources, materials, interventions and outside agencies are involved and the school will follow the assess, plan, do, review cycle approach to intervention and support.

Other sources of information:

North Lincolnshire Council website: www.northlincs.gov.uk

The SEND Information and Support Service (SENDIASS formerly the Parent Partnership Service) - www.northlincs.gov.uk/schools-libraries-learning/sen/support-services/parent-partnership/

Council for Disabled Children: www.councilfordisabledchildren.org.uk

Independent Parental Special Education Advice (IPSEA): www.ipsea.org.uk

British Dyslexia Association (BDA): www.bdadyslexia.org.uk

National Autistic Society (NAS): www.autism.org.uk

Poyal National Institute for the Blind (RNIB): www.rnib.org.uk

National Deaf Children's Society: www.ndcs.org.uk

Mrs C Bradley (SENDCo)

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