

Lifton Community Primary School

SEND Information Report - September 2021

What our school can offer children with Special Educational Needs and Disabilities.



What kinds of special educational needs are provided for by our school?

No pupil will be refused admission to Lifton Primary School on the basis of his or her special educational need. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her, namely provision which is additional to or different from what is normally available in a differentiated curriculum.

Areas of need:

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

Who is responsible for children with SEND?

Our Headteacher is Mrs Melanie Cripps and she has responsibility for all our pupils.

Mrs Tanya Clark is our SENDCO and is responsible for coordinating SEND provision across the school.

The assistant SENDCO in our foundation unit is Mrs Victoria Kinger.

All class teachers are responsible for the day to day needs of SEND children in their class.

Mrs Vicky Glen is our Governor responsible for SEND.



Mrs Melanie Cripps
Headteacher



Mrs Tanya Clark
SENDCO



Mrs Victoria Kinger
Assistant SENDCO (FSU)

How do I contact the people responsible for SEND or arrange to meet them?

School Contact Number: 01566 784288

SENDCO: Mrs Tanya Clark: tclark@lifton.devon.sch.uk

Foundation Unit Contact Number: 01566 784566

Foundation Unit Assistant SENDCO: vkinge@lifton.devon.sch.uk

What training or specialist expertise do the staff at Lifton Community Primary School have around SEND?

- Mrs Tanya Clark has the National SENDCO award.
- Staff members receive in-service training about a range of special educational needs. This may include: speech & language, behaviour and specific learning difficulties.
- Epi-pen and epilepsy training is also delivered annually (if needed for current pupils on role).

How does Lifton Community Primary School involve parents and children in their SEND support?

Our school really values our strong relationships with families and recognises the importance of working together to support the best possible outcomes for children.

- Teachers are usually available to discuss issues with parents at the end of the school day or, if that is not possible, then by appointment at a mutually convenient time.
- Children will have a provision map outlining any additional interventions or adaptations to quality first teaching that will be made for them. These are shared, reviewed and updated with parents regularly.
- In some cases, referrals may be made to external agencies for educational support such as Speech and Language or the Communication and Interaction team.
- In some cases, there may be involvement of other agencies; this is when The Devon Early Help Assessment may be used. It is a multi-agency gathering of information so that additional needs within a family can be understood and the process of providing or accessing support can begin. The family and everyone involved can make a plan to provide that support. Part of that process may include a Team around the Family (TAF) meeting taking place, with the family to discuss the help they need and who will provide it.
- Further children will, following a statutory EHC Needs assessment, have an Education, Health & Care Plan (EHCP) which sets out targets and actions for the child. Again these are shared, reviewed and updated with parents regularly at TAF meetings where any agencies involved are invited.
- We also have termly parent evenings for all children with their class teachers to discuss progress, targets and support arrangements.

How does Lifton Community Primary School assess the progress of pupils and what would the school do if my child is falling behind?

Each class teacher assesses the children continually as a matter of course. Assessment information against subject expectations/learning objectives are recorded in the class teacher's assessment files. Assessments indicating current attainment and therefore whether a child is on track to meet end of year expectations are recorded termly for Reading, Writing, GaPS and Maths.

If a teacher feels that a child is not making expected progress, they will identify the child's barriers to learning (including the use of Devon's Graduated Response Quickchecker) and teach them in

different ways to help them access the learning - adaptations to quality first teaching. This will be discussed with the Special Needs Coordinator (SENDCO). If more or different support is needed, a provision map is put into place to support the child and help them to make more progress. Provision maps outline interventions that the child will receive. Interventions take place regularly and are focused on improving children's specific areas of need, setting realistic targets to be worked towards in Reading, Writing, GaPS and Maths as well as any Social, Emotional targets. These are shared and reviewed with parents.

If a child has more complex needs, and may need support from outside agencies, the SENDCO will seek advice from other professionals who will make more detailed assessments and consequently make recommendations for strategies and support.

What further external support can Lifton Community Primary School access and when would this happen?

Lifton Community Primary School has access to a variety of other professionals who support children with SEND. These professionals include: an Educational Psychologist, Speech and Language therapists, the Multi Agency Support Team (MASH), the Communication Interaction Team (C&I) and the School Nursing Team.

Mrs Tanya Clark will discuss the needs of the children with their class teacher and will decide whether involving external support is appropriate. They will then discuss with parents what support to arrange and relevant professionals will then be involved as necessary.

The type of professionals involved and the support package organised will be very individual for each child and parents will be consulted throughout.

Further information about professionals that support children with SEND can be found in the Local Offer.

<https://www.devon.gov.uk/education-and-families/send-local-offer/>

How does Lifton Community Primary School support children with SEND?

- At Lifton Community Primary School, we believe that the key to success with all learners is quality first teaching - the effective inclusion of all pupils in high quality everyday personalised teaching.
- For some children additional intervention may need to be put in place outside of the classroom.
- We also ensure that children's social and emotional development is supported through a strong pastoral support system. Friendship buddies, Prefects, Learning Buddies all work together to promote the emotional wellbeing of all our children.
- Adaptations in the classroom are made through differentiated work and the physical environment. This is very individual and a range of strategies are used.
- The school environment is also tailored to meet children's needs where possible.
- All children are encouraged and given opportunities to take part in the wider life of the school.

Strategies to support English including reading:

- Small group reading support in class through guided reading, and individual reading support.
- Additional small group literacy support in class from class teachers and TAs.
- Provision of table top writing packs, in KS1 classes and elsewhere as required, containing finger spacers, phonics sound mats and high frequency word lists.

- Additional individual and small group reading support, delivered by TAs.
- Targeted literacy support strategies devised by the educational psychologist and implemented by the class teacher, SENDCO or TA as appropriate.
- Handwriting development programme, implemented throughout the school as and where required.
- Spelling programmes, such as Readwriter and Nessy, implemented throughout the school as and where required.

Strategies to support/develop Maths:

- Small group maths support in class through guided maths sessions.
- Additional small group maths support in class from class teachers and TAs.
- Use of support resources/manipulatives such as Numicon.
- Implementation of Maths intervention programmes by the class teacher, SENDCO or TA as appropriate.
- Maths programmes to support mental arithmetic, such as Mathletics, Fluent in 5, Times table Rockstars are implemented throughout the school as and where required.

Access to a supportive environment - IT facilities/equipment/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 learning.
- Use of interactive whiteboards.
- Regular access to chromebooks and iPads.
- Provision of specialist equipment, eg. writing implements, coloured overlays.
- Provision of individually tailored visual support packages for specific children including individual timetables and behavioural cue cards.
- Provision of resources to enhance independent learning including sand timers, easy-grip scissors, table top writing packs containing finger spacers, phonics sound mats and high frequency word lists.

Access to strategies/programmes to support occupational therapy/physiotherapy needs:

- Assessment by and intervention from an occupational therapist (OT), on referral.
- Implementation of individual OT/physiotherapy support and intervention programmes by allocated school staff, trained as appropriate, for those children in receipt of these services.
- Training of individual members of staff by the OT/physiotherapy services in the delivery of individual OT and physiotherapy programmes, eg. handwriting development.
- Provision of specific resources and equipments, eg. wobble cushions, specially designed chairs.
- Provision of support resources, such as writing slopes, where required.

Strategies/programmes to support speech and language:

- Assessment by and intervention from a speech and language therapist, on referral.
- Provision of small group speaking and listening skills by TAs.
- Support as required in class from teachers and TAs, who have been trained/be supported by our school Speech and Language Therapist.

Mentoring activities:

- Interventions delivered in class are used to develop positive attitudes to learning, and out of class to address social and emotional issues which affect children's learning progress.
- Learning mentors / Learning buddies.
- Circle of Friends.
- Use of peer modelling and sharing.
- Use of talk partners during whole class and group learning sessions.
- School Council.
- Buddy systems for support during playtimes and lunchtimes.

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):

- Staff have been previously trained by the EH4MH service professionals and can direct parents/carers to support for young people.
- The Educational psychologist works closely with referred children and their parents/carers, and provides ongoing support to them in the form of school-based assessments and meetings, regular telephone consultations or work in the home with the family.
- Collaboration and communication with all external professionals involved with children, as appropriate, eg. hospital consultants, GPs and CAMHS practitioners.
- All staff trained in child protection / safeguarding at regular intervals.

Support/supervision at unstructured times of the day including personal care:

- Trained MTAs and TAs supporting in the lunch hall.
- Play leaders initiating and supporting activities during morning and lunch breaks.
- Individual lunchtime supervision where specified, eg. pupils with an EHCP.
- Support by individual members of staff for children with special toileting requirements.
- Targeted support and supervision in the outdoor areas for children with disabilities.

Strategies to support/modify behaviour:

- Consistent school wide implementation of the school's behaviour policy.
- Children with persistent behaviour difficulties that constitute a barrier to learning progress; will have close collaboration with parents/carers on an agreed programme of support, home/school books to ensure daily communication between home and school, daily behaviour oversight by school staff and learning mentor support as appropriate.
- In cases where the above is inadequate provision a referral will be made to one or more of the following agencies: the MASH team including the educational psychologist, the family therapist, the Behaviour Support Team or CAMHS.

How accessible is the Lifton Community Primary School environment?

- The school is fully compliant with the Disability Discrimination Act requirements.
- The school is on one level with easy access.
- There is a disabled toilet, shower area and changing facilities.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.

- Extra-curricular activities are accessible for children with SEND.
- Wrap-around provision (currently just breakfast club) is accessible to all children, including those with SEND.

How does Lifton Community Primary School support the transition of children with SEND?

Transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book or PCP (Person Centred Plan) to support them in understanding moving on and what their needs are, then one will be made for them.

If your child is joining us from another school or Early years setting:

- The SENDCO will visit pre-schools with the Foundation Stage Leader when appropriate.
- The school will arrange a meeting with yourselves and your child's early years provision to agree what transition support would be appropriate. This may include visits to our school and stay for a taster session, if this is appropriate.

Moving to KS3:

- The Y6 teacher and the SENDCO will discuss the specific needs of your child with the SENDCO of the child's secondary school. In most cases, a transition review meeting (to which you may be invited) will take place with the SENDCO from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a PCP (Person Centred Plan) then the class teacher will complete this with your child. In some cases, a PCP meeting may be held to support the transition process.
- When moving classes in school: Moving classes can be just as difficult for children with SEND as moving to a new setting and we recognise the importance of information sharing and getting to know the children entering our class.
- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher.
- Provision maps and any other SEND records will be shared with the new teacher.
- If your child would be helped by a transition book or PCP to support them in understanding moving on, then one will be made for them.

Who can I contact to provide additional advice and support for my family?

Mrs Tanya Clark, our SENDCO is available to support families in our school community and is able to offer a range of support and advice including:

- Signposting parents to different organisations that may help them.
- Talking to parents about their anxieties or difficulties concerning their child.
- Working with parents to help them to deal with parenting challenges such as; behaviour, sleeping, eating, bereavement and other difficulties.
- Providing information about how to access Parent Partnership.
- Depending on the issue, the class teachers, Headteacher and SENDCO are also able to offer advice and support.
- Please refer to the Local Offer for further support, advice and other services.

<https://www.devon.gov.uk/education-and-families/send-local-offer/>

If I am not happy with the provision, how can I share my concerns or make a complaint?

We very much hope that you are happy with the SEND provision at Lifton Community Primary School. However, if you are not happy with the provision in place for your child at Lifton Community Primary School, there are several ways to resolve this:

1. Firstly, talk to the class teacher.
2. Talk to the SENDCO.
3. Talk to the Head teacher.
4. DIAS - Devon Information Advice and Support - can offer parents impartial support and advice.

<https://devonias.org.uk/>

At Lifton Community Primary School, we value the involvement of parents in supporting the development of all children and hope that concerns can be resolved with the class teacher and SENDCO to ensure your child is happy and supported appropriately. If you feel you need to make a complaint, our complaints procedure can be found on the website.

What is A Local Offer?

A Local Offer gives children and young people with special educational needs or disabilities and their families information about what support services the local authority think will be available in their local area. Every local authority is responsible for writing a Local Offer and making sure it is available for everyone to see.

Where can I find information about the Devon's Local offer for children and young people with SEND and their families?

This can be found at <https://www.devon.gov.uk/education-and-families/send-local-offer/about-send-and-the-local-offer/>