

SEND Information Report for Lacock CE Primary School

Wiltshire's Local Offer

The Children and Families Bill became law in 2014. At this point, local authorities have to publish information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25yrs. This is referred to as *'the Local Offer'*.

Wiltshire Local Offer can be found on the website
<https://www.wiltshirelocaloffer.org.uk/>

Lacock CE Primary School information

Lacock Primary School is an inclusive school. We ensure that pupils are included in all aspects of learning and 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. Parents/carers 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

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 local offer.

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

Provision to facilitate/support access to the curriculum/independent learning:

- Small group support in class from teacher or TA
- Facilitating access to learning through the appropriate differentiation of tasks and activities
- Extensive use of visual support
- Provision of individual/visual timetables and checklists
- Provision of sand timers where appropriate
- Individual targets
- Scaffolding e.g. writing frames, story maps

<ul style="list-style-type: none">• Additional resources if appropriate
<p><u>Access to a supportive environment – IT facilities/equipment/ resources (inc preparation):</u></p> <ul style="list-style-type: none">• Extensive and consistent use of visual support both in and out of the class to support understanding and facilitate access to the school environment and learning• Use of interactive whiteboards• Regular access to computers.• Provision of resources to enhance independent learning including high frequency word lists, easy grip writing tools and multi-sensory resources.• Supportive computer programmes
<p><u>Strategies to support/develop Numeracy:</u></p> <ul style="list-style-type: none">• Targeted small group support in class• Withdrawal of small groups or individual pupils for additional Numeracy support• A maths table of resources is available in each classroom to support children
<p><u>Strategies to support/develop literacy including reading:</u></p> <ul style="list-style-type: none">• Small group reading support in class through guided reading and individual reading• Reading support outside of class from volunteers/staff• Staff trained to deliver recovery reading programme• Differentiated and multi-sensory activities• Handwriting development programme implemented through KS1/KS2• Provision of table top packs, containing high frequency word mats and phonics sound mats.
<p><u>Strategies to support behaviour:</u></p> <ul style="list-style-type: none">• Consistent school wide implementation of the school's behaviour policy• Pastoral, social and emotional support through a range of interventions• Access to the Rise Children's Centres• Access to a behaviour support team
<p><u>Strategies to enhance self-esteem/promote emotional wellbeing:</u></p> <ul style="list-style-type: none">• Circle Time• PSHE programme• Regular liaison between staff including Corsham Children's Centre when there are concerns regarding individual families/children.• Mentoring for children with emotional problems• Collaboration and communication with all external professionals involved with children as appropriate e.g. GPs, CAMHS and external agencies.

- Educational psychologist works closely with referred children and their parents.
- Open door policy for parents

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

- MDSAs in the classroom for lunch and in the playgrounds
- MDSAs initiating and supporting activities during lunchtime
- Responsible People (Year 6s) helping in playground

Strategies/programmes to support Physical needs:

- Interventions to support the development of motor skills and referral to occupational therapy
- School work closely with families and outside agencies to provide support for physical needs
- Provision of support resources such as writing wedges and pencil grips

Access to medical interventions:

- Regular meetings between SENCO and school nurse
- Wide range of staff trained in First Aid
- Staff training in the administration of support and/ or medication for Anaphylaxis and EpiPen use
- Liaison with medical professionals for children with on-going treatment.
- Folder with photographs of child and detailing the child's condition and required medication displayed in the staffroom first aid area, class registers and school office.
- Individual protocols for children with significant medical needs

Strategies/programmes to support speech and language:

- Assessment by and intervention from a speech and language therapist on referral.
- Additional support and interventions within class
- Implementation of Speech and Language programmes by Teachers / TAs

Planning and assessment:

- Class provision maps
- Individual targets
- Differentiated learning activities
- Incorporation into planning of any advice or guidance provided by external professionals supporting individual pupils.
- Referrals to external agencies/social care as required
- Coordinated planning between class teachers and teaching assistant for pupils of SEN
- Regular assessment of progress and achievement against national expectations and individual targets.

- Each child with SEN has a One Page Profile and will have outcomes set to support their learning. These outcomes are recorded in: “Communication Passports”, “My Support Plans” or ‘Education Health Care Plans’ according to the pupil’s level of need. Pupil’s SEND paperwork will be regularly discussed and updated at meetings with parents throughout the year. Parents will be given copies of all relevant paperwork.

Engagement with parents/carers – Liaison/communication with parents:

- Opportunities to meet the teacher at the start of the academic year
- Open door policy for parents to meet class teacher or senior management
- Regular progress meetings with parents/carers by class teacher and/ or SENCO
- Team around the child (TAC) meetings arranged where a pupil’s/family’s needs are assessed as significant
- Support for parents who have concerns

Arrangement for specialist expertise in and outside school:

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

Monitoring and evaluating the impact of the ‘additional and different’ arrangements – on progress and outcomes for pupils with SEN:

- Regular pupil progress meetings
- Monitoring of individual targets
- Detailed records kept of targets
- Teacher and TA observations
- Interviews with pupil
- Analysing data through in school tracking system
- Regular meeting with parents/carers to review child’s progress

Should you require further information please contact our SENCo Mrs Claire Cursiter (senco@lacockprimary.org / 01249 730271) or the school office to make an appointment (admin@lacock.wilts.sch.uk / 01249 730271).