



Lacock CE (VC) Primary School

Special Educational Needs and Disabilities Information Report

Lacock Primary School is an inclusive school which aims to offer all children a challenging, creative curriculum, seeking the highest standards. We aim to develop a stimulating and secure learning environment, embracing Christian understanding of everyone's needs and differences, achieved through effective communication and leadership.

At Lacock we believe in providing every possible opportunity for all children to achieve their full potential (both academic and social/emotional) regardless of their starting point or ability. We do this primarily through high quality differentiated teaching; providing a broad and balanced curriculum; and ensuring all children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education.

How does the school know if children need extra help?

- Class teachers, supported by subject leaders, and the SENCo, make regular assessment of progress for all pupils. If there are concerns about progress, or if any child needs extra support, this is identified early and acted upon. Most difficulties will be supported within the classroom as part of excellent differentiated classroom teaching using a variety of styles and resources. We also liaise closely with previous or future settings when children transfer or transition.
- Teachers monitor the impact of these interventions on both academic progress and the child's emotional wellbeing, interventions are assessed and reviewed regularly and further assessment or support will be put in place if necessary.
- We recognise that at different stages of their development, some children may benefit from additional academic or emotional/social support. If your child receives additional support, this does not necessarily mean that your child has Special Educational Needs.

Who has Special Educational Needs?

- Under the 2015 Special Education Needs Code of Practice, Special Education Needs and Disabilities are placed together, and abbreviated to SEND.

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

- Has 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 schools or mainstream post-16 institutions.

(DfE and DoH 2015:15)

- Any child who has a learning need or a disability which is sustained (i.e. lasts, or is likely to last, more than a year) and substantial (defined as 'not trivial') may be classified as having a Special Educational Need and placed on the SEND register.
- Wiltshire produce checklists (GRSS) for schools to use to identify children whose difficulties mean they should be placed on the SEND register. As a school we use these checklists to identify any child who we believe may have Special Educational Needs or Disabilities.

What special needs does the school cater for and how?

Under the new SEN code of Practice a child may be identified as having a Special Educational Need or Disability in one or more of the following areas. At Lacock School we do our utmost to be inclusive of all children within a mainstream educational setting. Currently, we do not have any specialist units or facilities at the school. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met.

- **Communication and Interaction;** this includes children who have difficulty in communicating with others; children who may not understand or use social rules of communication, and children who have speech or language difficulties. Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.
- **Cognition and learning;** this includes children who may learn at a slower pace to their peers even with appropriate differentiation and excellent classroom teaching. Learning difficulties cover a wide range of needs including Moderate and Severe Learning difficulties where children are likely to need support in all areas of the curriculum. This area also includes Specific Learning difficulties which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health Difficulties;** these difficulties manifest themselves in many ways including withdrawal or disruptive behaviour. Other children identified within this category may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), or Attachment Disorder.
- **Sensory and/or Physical Difficulties;** this includes disabilities which prevents or hinders a child from making use of the educational facilities generally provided. This includes children with vision impairment, hearing impairment or a multisensory impairment who may need specialist support or equipment to access their learning.

What does 'being on the SEND register' mean for my child?

- At Lacock School, we aim to provide support for all who need it regardless of whether or not they fit the defined criteria of the SEND register. We work closely with parents and carers throughout the process so as all parties are well informed at each stage of assessment and identification.

- For a child to receive SEN support they will need to meet the defined criteria as set out by Wiltshire (GRSS). This assessment will be conducted by the class teacher and shared with the SENCO to identify the areas of need and the best route forward in supporting the pupil.
- If a child meets the defined criteria within one or more of the areas mentioned above, in consultation and agreement with parents and carers, they will be named on the schools SEND register. These children, in consultation with parents, child, teaching staff and SENCO will be provided with a Communication Passport which will set out achievable targets for the child to aim for in relation to their identified need. Their progress will be monitored more closely and they may receive external support or assessment. Being identified on the SEND register also means that the need for extra support is clearly identified when your child moves on to secondary school and provision will be made to support them prior to their start date.

What is an Education Health and Care Plan (EHCP)?

- In cases where the difficulties are more pronounced, your child may be provided with an Educational Health and Care Plan (referred to in Wiltshire as a statutory My Plan) which will set out legal provision requirements for your child (above and beyond what is provided for all others). This replaces what was previously known as a 'Statement of Special Educational Need', however, it is broader and will include all aspects of a child's health and well-being which may include special educational needs.

How will school staff support my child?

- Support will always be given primarily by the class teacher, however teaching assistants or the Special Educational Needs Co-ordinator (SENCO), who is also a qualified teacher, may also be involved. This support may be part of whole class teaching, small group work or individual support.
- The impact of interventions on both academic progress and child's emotional wellbeing is assessed and reviewed regularly.

What training do the staff supporting children with SEND receive?

- All teachers are trained in providing excellent, differentiated high quality teaching which meets the needs of all our pupils. Teachers receive regular training both in school and out of school to ensure that they plan a highly differentiated curriculum to meet the needs of all learners within their class. All staff within the school receives training to meet the known and anticipated needs of the children present in the school. We have very highly trained TA's. TA's are offered opportunities to go on regular training to meet the needs of the children they are currently working with. The SENCO attends regular training, including meetings with other local SENCOs.

If my child has additional medical, physical or social needs, how will the school support them?

- In consultation with yourselves (the parents/carers) and/or health professionals a care plan will be drawn up to ensure that your child's needs are met and staff are appropriately trained.

How will my child be included in activities, both inside and outside the classroom, including school trips?

- It is our aim that all children are fully included in every aspect of school life, we therefore do our utmost to make provision for all pupils to access all areas of the curriculum, including trips and extra-curricular activities.
- We will always contact you before a planned activity if we think your child may require additional support. This may involve a specific risk assessment in certain circumstances.

How will I be included in supporting my child's education? How will my child's views be taken into account?

- As a parent, you are key in supporting your child's development and well-being and we recognise the expert knowledge you have of your own child. We endeavour to provide support and information to parents so that we can work together as a team to help achieve the best possible outcome (in all aspects of development) for your child. We are therefore very keen to build strong relationships with the parents of the children in our school and to liaise with you to share useful strategies or techniques which are used at home as well as those which are being used in school.
- Lacock has an open door policy. Parents are encouraged to make appointments to see teaching staff and discuss any worries or concerns they may have about their child. If your child is on the SEND register you will also have regular access to our SENCO, who is happy to see parents whenever a parent feels there is a need or a concern.
- If your child is on the SEND register and has a My Support Plan you will be offered 3 meetings per academic year to meet with your child's class teacher and discuss your child's progress and targets. Two of these meetings will take place just before or after our scheduled parent's evenings where you will be offered a longer appointment. The third meeting will be arranged during term 6 where progress over the year can be reviewed and new targets set in preparation for your child's transition to the next school year.
- If your child is identified as having a Special Educational Need or Disability they will have their own Communication Passport. This will be reviewed at least 3 times per year and you will be invited to see the Communication Passport during parent's evenings. Your child will also have an informal input into this process where they can express their views and opinions about how well they are doing. Your child will also produce a one-page profile each year in which they state what they are good at/like, the things they find more challenging as well as what helps them and things they find hinder them at school in their own words.
- If your child has a statutory Educational Healthcare Plan this will follow a formal annual review process which will involve all professionals involved with the child as well as the local authority.

How will the school support my child to join the school and support my child in transferring to the next stage of education?

- If your child joins Lacock Primary School from a pre-school or nursery, transition arrangements are put in place where the class teacher, and when appropriate, the SENCO, will visit your child in their previous setting as well as the child visiting the school on at least 3 occasions. For children who have been identified with SEND within their pre-school setting a TAC (team around the child) meeting will take place with staff from both settings, parents and a named person from Wiltshire Council to discuss provision and transition arrangements. If a child is transferring into the school with an Educational Healthcare Plan (statutory 'My Plan') the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met. This also applies for children transferring from another setting in all year groups.
- Where children join the school from another school setting, parents are invited in to discuss their child's needs with the Headteacher and SENCO. The SENCO will then liaise with the previous setting to ensure all relevant documentation is sent across so as the correct provision can be put in place. Children are also invited into school for a transition taster day before they start.
- During the Summer term, as part of transition for all children, teachers and TAs will meet to discuss the children who will be moving classes or school. Pupils who require additional support will be identified and specific information about each individual child will be shared accordingly.
- A transition book is made for, and with, each individual who might benefit from it, designed to meet their unique needs. These books tend to include photographs of key people and places and are talked through with the child and parents. Transition books are sent home over the holidays for parents to prepare their children for the next academic year. We have class swap days where the children are given time to meet and do activities with new staff. Plans are made to ensure all those who may benefit from transition support are given time with a teaching assistant or the SENCO to prepare them for the change in class and answer any questions or worries.
- When your child leaves Lacock Primary School, whether to move to a different primary school or on to secondary school, there will be liaison and discussion between our SENCO and the SENCO of the child's new school to put in place measures which will help make the transition as easy as possible.

What measures are put in place to prevent bullying/child on child abuse?

- At Lacock School we promote the Christian Ethos of caring for others and doing our very best in the love of God. We aim for each individual child to feel valued and respected. Every opportunity is taken to promote individuals' self-esteem and confidence.
- The emotional well-being of all children is central to the provision of education for all. Bullying and child on child abuse is not tolerated at Lacock School and any concerns should be brought to the attention of the class teacher immediately, who will also inform the head teacher.
- For further information please refer to our anti-bullying policy which can be found on the schools website.

What specialist services and expertise are available at, or accessed by, the school?

- Support Services are accessed according to the need of the child at appropriate developmental stages. A typical process would include internal assessment by the school using Wiltshire GRSS checklists, followed by a Digital Assessment Referral Tool (DART) which includes both school and parental views. Where appropriate, discussion of the child's need may be discussed at a multi-agency forum (MAF) and referral to appropriate services identified. Parents will always be consulted before any referral is made and parental consent is required prior to a referral being made.
- The service will then arrange a time to visit the child in school to observe them within the classroom and carry out specialised assessments. They will also speak with that class teacher, TA and SENCO. Some services also require a meeting with parents which will be arranged by the SENCO. Following a visit a report will be sent to school with recommendations. A copy of the report will be sent home and any recommendations actioned on the child's Communication Passport or My Support Plan. Services which the school frequently makes use of include:
 - Speech and Language Therapists (SALT)
 - Special Educational Needs Support Service (SENS) (which has specialists for a wide range of difficulties)
 - Educational Psychologist (EP) ○ Behaviour Support Service (BSS) ○ Parent Support Advisors ○ School Nurse.

How are the Governors involved and what are their responsibilities?

The governing body of a voluntary controlled school must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs
- Ensure that where the 'responsible person', the head teacher (Mrs Caroline Jackson) or the appropriate governor (Mrs Liz Banister) has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs
- Ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources
- Have regard to the Special Educational Needs Code of Practice (2015) when carrying out its duties toward all children with special educational needs
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Have a written SEN Information Report containing the information as set out in the SEN Code of Practice 2015
- Report to parents/carers on the implementation of the school's policy for children with special educational needs in the school profile
- Include the name of the person responsible for coordinating SEN provision in the school

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy and Information report
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the School Development Plan and the school's selfevaluation process
- The quality of SEN provision is continually monitored
- The SEN policy is reported on in the school prospectus and children's progress is reported in the school profile.

In addition, as part of the Special Educational Needs and Disability Act (2001), new duties came into effect in September 2002. These state that the responsible body must take all steps not to discriminate against disabled children in their admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school. The Act says that a responsible body for the school discriminates against a disabled child if:

- For a reason relating to the child's disability, it treats him or her less favourably than it treats, or would treat, others to whom that reason does not apply, or would not apply □ It cannot show that the particular treatment is justified.

Who is the SENCO and What is their role in school?

The SENCO is Mrs Ashleigh Whitbread who is responsible for co-ordinating the provision of Special Educational Needs throughout the school. This involves:

- Day to day operation of the SEN policy and Information Report
- Providing professional guidance to colleagues
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- Overseeing and maintaining specific resources and provision for special educational needs
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Contributing to and, where necessary, leading the Continuing Professional Development (CPD) of staff
- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the designated responsible person
- Working with the head teacher and governing body to ensure that the school meets its responsibilities under the equality act (2010) with regard to reasonable adjustments and access arrangements
- In conjunction with the class teacher liaising with parents/carers of children with special educational needs

How is the effectiveness of provision made for children with SEN evaluated?

- Analysis of all teachers' planning by Subject Leaders/ Key stage leaders/ head teacher/ SENCO, ensuring that a differentiated approach is taken and that the learning objectives in Communication Passports are identified and reflected in planning
- Parents/carers are involved with individual targets set with children by discussing, receiving and having their views recorded (particularly relevant if used with Communication Passports for their child)
- Children are involved in discussing, constructing, reviewing and having their views recorded on their own Communication Passport and One page profile
- Communication Passport targets are closely monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound (SMART) targets
- Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded on the Communication Passports and are involved in their development
- The School Development Plan and SEF priorities which include the provision for SEN
- Undertaking a value for money review of our Special Educational Needs funding through a costed provision map
- Any external evaluation or inspection.

Success criteria will be:

- English and Maths planning reflects Communication Passports and My Support Plan targets and any previously identified need.
- A high percentage of those children identified and needing Communication Passports and My Support Plans reach their expected target as judged through objective testing and/or teacher's professional judgement and/or no longer need additional support
- All Communication Passports and My Support Plans include written/recorded comments from parents/carers and children and, where necessary, outside agency involvement.

What should I do if I think my child may have Special Educational Needs?

- We will always listen to any concerns you may have and encourage you in the first instance, to make an appointment with the class teacher as they will have the most detailed understanding of your child in school. It may be possible for the SENCO to attend this meeting if you wish. The class teacher will then pass on your concerns to the SENCO and together they will look at all the information you have provided as well as information we have in school to decide if any further action is needed at this time. You will be kept fully informed of any decisions that are made in relation to your concerns.

What should I do if I want to make a complaint?

If you have a complaint concerning provision for your child you should discuss this with the class teacher in the first instance. If this proves unsuccessful the matter should be referred to the head teacher. Should the matter still be unresolved you should contact the 'responsible person' on the governing body, Mrs Liz Banister. If the complaint remains unresolved, the Chair of Governors, Mr Simon Winfield should be contacted. Should the complaint remain unresolved, the schools complaint procedures should be referred to. This can be found on the school's website.

Where can I find further information or get further support?

- Wiltshire Local Offer <https://www.wiltshire.gov.uk/local-offer-primary>
- The School's Disability Access Policy
- Your child's G.P. / Paediatrician
- The Parent Partnership Service

Date of last review: November 2022

Reviewed by: Mrs Ashleigh Whitbread

Date of next review: November 2023