



Lingfield Primary School

SEN  
INFORMATION  
REPORT  
September 2024

## What is a Local Offer?

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 - 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. Further information about the Local Authority's Local Offer can be found on this link:

<https://fis.middlesbrough.gov.uk/kb5/>

## Who are my main points of contact at Lingfield Primary School?

Your first point of contact at the school is the child's class teacher. The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education, Health and Care (EHC) plans. They also provide professional guidance to school staff and work closely with parents/carers and other services that provide for children in the school.

Acting Head Teacher and SENCo	Catherine Jones
Acting Deputy Head Teacher	Gill Gamble
Deputy SENCo	Sophie Clews
Designated Safeguarding Lead	Catherine Jones
Deputy Designated Safeguarding Lead	Gill Gamble
SEND Governor	Kym Merritt

# What is SEND?

We believe a pupil has SEN when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to the universal offer that is available to all pupils of the same age.

Our school will assess each pupil's current skills and level of attainment on entry to the school. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

There are four areas of need described in the SEND Code of Practice:

**Communication and Interaction** - this includes children and young people with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.

**Cognition and Learning** - this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children and young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or physical needs** – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Children and young people with any of these needs can be included with our school community. Whilst these four categories broadly identify the primary areas of need for children and young people, our school will consider the needs of the whole child or young person and not just their special educational needs.

## Who decides if my child has SEN?

As a parent or carer you know your children best, we see parents and carers as full partners in their child's education. Sometimes, however, it is school staff who may initially identify a concern. If this were to be the case, school staff would liaise with parents at the earliest opportunity to discuss concerns and agree a way forwards.

When a concern has been raised by a teacher, the SENCo will work with the class teacher and your child to try new and different strategies to support them within the classroom. If we find that your child is still making slow progress then we may invite you into school for a meeting to discuss your child's needs.

For some concerns or needs, we may discuss the involvement of different agencies and services such as Educational Psychology, Occupational Therapy, Speech and Language Therapy, Middlesbrough Outreach and Inclusion Team, Child and Adult Mental Health Service or your local GP. It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a 'label' or 'diagnosis' but more often in order for advice to be offered to help the child learn as well as they possibly can.

There are two categories of SEND at Lingfield Primary Schools, these are children in receipt of:

### **SEN Support Plan**

An individual SEN support plan is completed for every child on the SEN register. Class teachers, pupils and parents/carers monitor progress and outcomes by reviewing the plan regularly using the assess-plan-do-review.

### **An Education Health and Care Plan (EHCP)**

An education, health and care plan (EHCP) is for children and young people aged up to 25 who need more support than is available through special educational needs support. Children with greater needs at this level have their plans initiated and ceased by the Local Authority, but reviewed and monitored by the school and parents at least annually. An EHCP is generally a multi-professional process, where everyone comes together (including the parents and child) to jointly plan the support which the child requires and is entitled to.

## What kind of provision do we offer?

We value the uniqueness of each child at Lingfield Primary School and so therefore the provision offered to each child with SEND is individual. We pride our self on offering children a high quality of provision, within an ethos of care, support and understanding for both children and families.

### Lingfield Primary School offers children with SEND:

- ◆ A dedicated SENCO to oversee provision for all children with additional needs across the school.
- ◆ A Senior Leadership Team fully committed to inclusion for all children.
- ◆ Interventions groups and individual support mapped across the school.
- ◆ A SENCo who attend key reviews for children with SEND and are actively involved in their provision, transition and pastoral care.
- ◆ .Dedicated and experience staff who with the support of other professionals identify the needs of the child and the appropriate support required.
- ◆ A dedication to all pupils receiving Quality First Teach, so they all receive high quality inclusive teaching.
- ◆ A dedicated team of support staff who work within the school in order to meet the needs of every child.
- ◆ Additional resources available to enable better access to the curriculum, e.g. seating/writing/sensory apparatus that have been suggested by professionals.
- ◆ A close working relationship with other professionals.
- ◆ Safe and secure spaces to learn, both in the classroom and other spaces around the school.
- ◆ A school workforce committed to understanding and meeting every child's needs (including medical and dietary needs).

## How do we ensure this provision is effective?

These provisions relate to the targets on pupil SEN support plans where their effectiveness is regularly evaluated for each individual.

Where children's needs are more complex and require a multi-agency approach these reviews might also involve feedback from other relevant professionals such as Speech and Language Therapists or outreach staff.

## What training do our staff have?

All teachers have qualified teacher status and teaching assistants have a minimum of a Level 2 qualification. There is an ongoing programme of professional development to ensure teachers and teaching assistants meet the special educational needs of our pupils and stay up to date with current research into teaching and learning.

All teachers have received training on creating, monitoring and reviewing SEN Support Plans. Teachers have termly SEND team meetings. SENCO and SLT attend regular training events which is shared with staff during regular staff meetings.

## How Accessible is the School?

Lingfield Primary School is a single storey building with good access for all.

There are two disabled parking at the front of school and all visitors are able to access the main reception via an accessible entrance.

All classrooms are accessible by a wheelchair.

There is a disabled toilet and changing room. Available near the main entrance. This is fitted with a handrail and a pull emergency cord.

## How Are Parents/Carers Involved?

We are committed to working in partnership with parents and carers, ensuring that we have regard to the views, wishes and feelings of parents and carers. We take time to provide parents with the information and support necessary to enable full participation in the decision making around their child.

Lingfield Primary School supports parents in order to facilitate the development of their child to help them achieve the best possible outcomes and prepare them for adulthood. As a school we share resources with families in order for children to be supported in their learning at home too.

Formal parent's meetings take place regularly throughout the school year. Parents are welcome to meet with their child class teacher when required at a time that is mutually convenient.

Parents who have a child with a SEN support plan are invited into school at the end of every term to discuss their child's targets and discuss the updated support plan.

Parents are invited to an annual meeting to review their child's EHC plan and contribute their child's target setting.

## How Are Children Involved?

We are committed to involving children and young people with SEN in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children and young people;
- Provide children and young people with the information and support necessary to enable full participation in decision making;
- Support children and young people to develop and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

## **Will my child sit external tests such as SATS?**

As with everything related to your child in school, the answer is individual but most children do achieve well when they have been supported effectively.

If your child is able to access the Year 1 Phonic Screening or Year 6 SATs, they will be supported appropriately to access these, often with access arrangements (such as extra time, a scribe, or rest breaks).

However, if your child is not able to access these assessments, due to very complex needs, they will not be expected to complete them, and their achievements and progress will be measured using school data.

## **How do we ensure our pupils with SEN are enabled to engage in activities available alongside those who do not?**

Our staff are highly skilled in employing adaptive teaching methods that extend far beyond traditional classroom lessons. The majority of the extra-curricular clubs available to our pupils are run by existing staff who have a good understanding of pupil needs. Where appropriate, to enable a child to access an activity or club additional staffing ratios might need to be arranged. We track club attendance and wider extra-curricular activities to ensure equal opportunities. Some children might choose to attend a club or activity out of interest, others might be invited because we recognise a strength/skill to be further nurtured or an area of difficulty to be developed.

## **How do you support children with SEN who are looked after by the local authority?**

Children with SEN who are looked after will receive the same package of support as their peers. Their SEN passports/support plans/EHCPs will be reviewed with their foster carers as well as their parents, if this is what has been decided by the local authority. In addition to this, they will also have Personal Education Plan (PEP) meetings three times a year in which progress is reviewed, additional targets are set and the expenditure of their pupil premium plus funding is agreed. These are multi-agency meetings where parents, carers, local authority representatives and social workers all attend and the child's voice is shared.



## What additional pastoral care do Lingfield Primary School offer?

In order for children to achieve well, we have a strong focus upon pastoral care. Other than a dedicated SENCO, knowledgeable teaching and support staff and a committed Senior Leadership team, we also have:

### ◆ **Child and Adolescent Therapy Solutions (CATS)**

A highly qualified therapist who works one to one with a child, the therapists are good at relating to children and are trained to listen without judging. They can help young people sort out their thoughts and feelings about what is worrying them.

Therapists usually provide therapy sessions on school premises, and usually in school time. The length of session varies. With younger children, the sessions may involve play materials. What is discussed during the sessions is confidential, but the child is told that the counsellor may discuss their problems with other people and agencies and get help from them if he or she thinks the child is at risk of danger.

### ◆ **Close Links with External Partnerships**

In order to access the best professional advice, we also link with local authority and providers of additional services, such as Speech and Language Therapy, Occupational Therapy, CAMHS, The Bungalow Partnership, The Junction Foundation, school nursing service, social services and medical professionals. We hold multi-professional meetings in school where parents are comfortable in the school environment and so the child can join us easily, if it is appropriate.

## Who do I talk with if I have a compliment or complaint?

Should you be happy with the provision your child receives, there is nothing better than telling the class teacher, teaching assistant or the headteacher. You can also respond to the parental questionnaires which the headteacher regularly sends out. Parents are asked to complete a parent views form when their child is placed on the SEND register. Parents are invited to come into school at the end of term to discuss their child's SEN support plan. If you are unhappy, it is best to speak to the headteacher or Mrs Jones (SENDCO) as soon as possible – we will do our best to rectify the problem, in partnership with you and your child. There is also a copy of the school's complaints procedure on the school website should you need it.

## **What are our arrangements for supporting children moving between phases of education (transition)?**

We understand that moving between phases of education is a huge step for all children and their families, but that this can especially be the case for children and young people with SEN.

For Reception class, parents are invited to look around the school and to attend a new parents meeting so we can introduce the team of people who will be working with their child and gather vital information.

Children joining our school in the middle of an academic year do so by arrangement with the head teacher. Our website provides lots of useful information.

In the summer term, we have a class swap day where the children go to their new classroom and meet their new class teacher. It is a fun way for the children to get to know the class teacher and familiarise themselves with the new classroom environment.

When pupils move onto secondary school, teachers liaise with secondary school staff to ensure all vital information is passed on. The Year 6 pupils take part in induction days at their new secondary school at the end of the summer term. Pupils who need extra support with the transition to secondary school will have additional induction days arranged at the convenience of both schools as well as a key member of staff to support them.

## **What should I do if I still have questions, would like to offer feedback on this report or take part in its next review?**

If you have read this and still have questions relating to SEN at Lingfield Primary School left unanswered, please contact the school office. If you would like to provide feedback on this report to help us improve it next year please do get in touch.

Telephone number: 01642 319918

Email: [lingfieldprimaryschool@mcschools.org.uk](mailto:lingfieldprimaryschool@mcschools.org.uk)

# Where else can I go for support?

## **The Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)**

What is SENDIASS?

SENDIASS stands for special educational needs and disability information advice and support service. Children, young people and their parents and carers where a child or young person has or may have special educational needs or a disability are able to access the service for free, impartial and confidential information and advice.

“Local authorities must arrange for children with SEN or disabilities for whom they are responsible, and their parents, and young people with SEN or disabilities for whom they are responsible, to be provided with information and advice about matters relating to their SEN or disabilities, including matters relating to health and social care.”

### **SEND Code of Practice 2014, DfE**

**<https://www.barnardosendiass.org.uk/south-tees-sendiass/>**

Phone: 01642 310 806

Email: [southteessendiass@barnardos.org.uk](mailto:southteessendiass@barnardos.org.uk)

You can contact the service Monday - Thursday, 09:00-17:00 and Friday, 09:00-16:30.