



SEND Information Report **2022-23**

Provision for Pupils with Special Educational Needs and/or Disabilities (SEND) at Lordship Lane Primary School

Lordship Lane is a school where members of the community can become confident, secure, caring individuals who achieve personal success and develop a love of learning.

We will give all pupils the opportunity to achieve their full potential by ensuring that they have full and equal access to the curriculum. Lordship Lane will always have due regard to the needs of pupils with SEND (special education needs and/or disabilities) and take steps to meet their needs even if this requires more favourable treatment.

This report answers some of the most frequently asked questions about the school and special educational needs.

We will review and update this information report regularly to reflect changes and feedback.

The date for the review of this report is July 2023.

If you need any more information please see our SEND Policy or contact Jenifer Langstaffe (SENDCO and Deputy Head Teacher) via the school office.

How we know if a child/young person has special educational needs?

A child or young person has SEN or/and disability if they have:

- a) “a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools...”

(SEN Code of Practice: for 0-25 Years, September 2015)

How do we identify needs?

Children may have special educational needs either throughout, or at any time during their school career. Early identification is vital.

Screening for special needs which have not been identified prior to school admission will depend on the following;

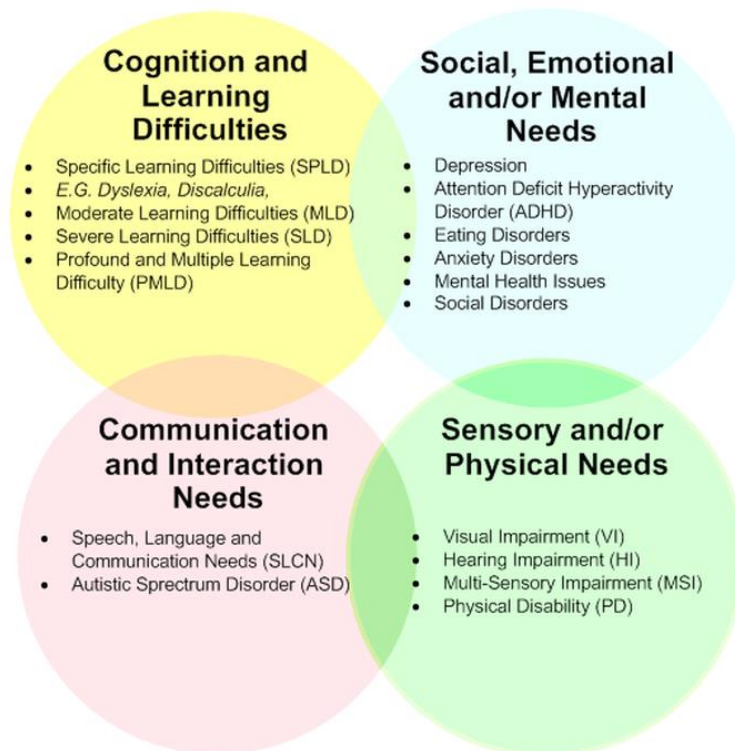
- Parent advice/input
- Teacher observations
- Monitoring progress
- School based assessments
- Liaison with outside professionals

The class teacher informs the parents at the earliest opportunity to alert them to concerns and to enlist their active help.

If a parent/carer is concerned about their child's progress they should in the first instance speak to the class teacher. If they are still concerned they should make an appointment to speak to our school Special Educational Needs Co-ordinator (SENCO), Ms. Natalie Wilding

What kinds of Special Educational Needs (SEN) does the school cater for?

There are four main areas that SEND can fall into, they are:



Children may encounter difficulties in one or more of these areas. At Lordship Lane Primary School we are committed to putting the best provision we can in place for those children who do experience difficulties in any of these areas.

Currently, the main area of need within our school is 'Communication and Interaction'. Around 74 per cent of children with SEN in our school experience difficulties in this area.

What do we do to help children/young people with special educational needs?

All children have an entitlement to a broad and balanced curriculum.

Teachers use quality first teaching (QFT) and a range of strategies to meet children's needs and/or disabilities (**wave 1**). Lessons have clear aims and objectives and work is adapted to meet the different needs of groups in the classroom. In some classes we also have additional adults (Teaching Assistants) who are employed to provide additional teaching support to pupils under the direction of the class teacher. Teachers receive regular training to develop their skills and knowledge; this ensures the needs of all pupils are met, including the needs of those with SEND.

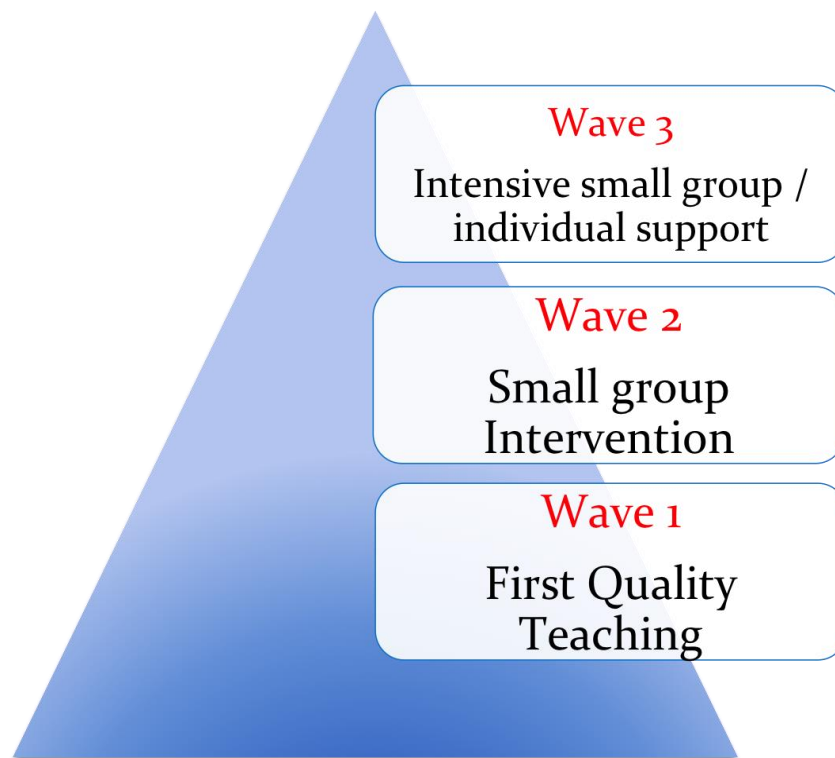
Quality first teaching is proven to have the biggest impact on children's learning and progress.

There are times when, to maximise learning, we ask children to work in small groups, or in a one-to-one situation outside of the classroom.

For some children who, through assessment, are noted as being off track in terms of potential, a well-trained supportive team of tutors and teaching assistants (TAs) lead intervention groups (**wave 2**). These groups follow various programmes of work for short periods of time. Pupil numbers in the groups are kept intentionally small and progress is carefully monitored by senior staff members. We also have one higher level teaching assistant (HLTA) who assists with identification of needs across all year groups.

A small number of children with significant needs will receive one to one support from one of our teaching assistants or receive specialist intervention from outside professionals (**wave 3**). This is in place to support their learning and ensure they are accessing as much of the curriculum as possible.

Class teachers as well as senior members of staff; including our deputy head teacher, carefully monitor the progress of all children including those with SEND.



Wave 1 = Whole class

Wave 2 = Targeted

Wave 3 = Specialist

How do we check that a child/young person is making progress and how do we keep parents informed?

Progress of all pupils is carefully monitored by class teachers and senior members of staff. Progress of individual children is discussed with parents/carers at parent consultation evenings. Parents are also invited into school for parent workshops and to see their child learning in his/her classroom. At least once per year, all parents receive a written report on their child's individual progress.

All children on our additional needs register have a personalised passport which details their strengths, difficulties and progress, as well as ways in which parents can support at home. These will be shared with parents at parents evening and sent home following the meeting.

Where provision for SEN is needed, we work with pupils and sometimes their families (depending on the level of need) to plan what to do. This can be done in a number of ways, including:

Pupil progress and SEND meetings

These are conducted by the class teacher and a senior member of staff. The progress of all children within each class is discussed at these meetings and targets discussed for all children. Any pupils with SEND or pupils who are not making expected progress are discussed at our SEND progress meetings, where we ensure all pupils are making expected progress and discuss whether any further strategies or intervention is needed.

EHCP Passports

These employ a small-steps approach and are only used for a small number of pupils who have SEN needs that are significantly different to those of the majority of other pupils of the same age. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Parents are invited to termly meetings to comment on and discuss these plans thus being informed about the progress their child has made.

Education Health and Care Plan (EHCP)

Where the school has done everything it can to identify, assess and meet the SEN of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Haringey can be found on the Council's website. www.haringey.gov.uk. Click on Children and Families tab which will take you to the Children with Special Educational Needs and Disability – Local Offer. As a parent, you can also request access to further support by emailing Haringey on sen@haringey.gov.uk

Please see our full provision map on our website.

How do we decide what resources we can give to a child/young person with special educational needs?

The allocation of resources is based on the needs of individuals and/or groups of children.

The special educational needs budget is carefully managed by senior staff members and the school governors.

At termly intervals the progress of SEND pupils is tracked and monitored by senior staff members.

If pupils and/or groups are causing concern then resources and programmes are reviewed and where necessary changes are made to ensure that the school is getting value for money and that all pupils make the expected level of progress against national standards and expectations.

How do we support children's / young people's health and general wellbeing?

At LLPS we take into account the needs of the whole child. Our curriculum is designed to inspire and engage all pupils in their learning in creative and interesting ways.

Where possible our school curriculum plans for all pupils to develop cultural capital by participating in planned educational visits to support curriculum learning and to build confidence and knowledge of the wider world.

Parents can be kept up to date on trips and curriculum news through School Ping/SEESAW (learning platform) school website and curriculum knowledge organisers which get sent home on a termly basis.

We also have a daily breakfast club which is available to all children as well as a range of after school clubs which sometimes incur a small fee for parents. Details of our clubs are sent home to parents on a termly basis. All pupils are encouraged to join clubs to develop skills and self confidence. Where necessary adjustments are made to ensure that the needs of SEND pupils are met eg. Additional staff members where necessary.

We have a school pastoral care team which is comprised of a pastoral care manager, child protection officer and the inclusion team. This team work together to offer a holistic approach to meeting the needs of identified pupils on an individual and group basis.

For pupils with medical needs, individual care plans and medicines are kept in the school office. Parents complete individual care plans for their children and liaise closely with school/ office staff regarding individual needs. The person responsible for medical needs is our CPO Janine Weston. We also liaise with medical professionals such as our school nurse to ensure that pupil needs are met.

What specialist external services do we use when we think extra help is needed?

Professional advice from outside agencies can be sought for a small number of pupils causing concern and will be dependent on the needs of individual children. The following range of external expertise is available for advice and input:

- The Education Psychology Service
- The Autism Team
- Speech and Language Team
- Physiotherapist
- Occupational Therapist
- Education Welfare Service
- Child and Adolescent Mental Health Service (CAMHS)
- Social Welfare Team
- School Nurse

What training does our staff receive?

All staff have ongoing SEND training. A number of staff have had additional training on key areas of need such as language development including ELKLAN, autistic spectrum disorder, SEND strategies to use in the classroom, dyslexia and memory and recall, to name but a few.

How do we include children/young people in activities and school trips?

All children are included in our trip provision. Where necessary, additional staff members may be assigned to individual pupils to ensure that all pupils may participate. Parents are kept fully informed of the additional support to ensure that their child is safe and secure at all times.

How do we make our school environment accessible?

For the most part our school is wheelchair accessible. Ramps have been installed to all areas of access to accommodate wheelchair provision. We also have two disabled toilets with wheelchair access. Our year 3 is the only year group above ground level and is not accessible by wheelchair.

New parents and existing parents are invited to view the school and discuss provision for individual children. Where necessary we liaise with other professionals to ensure that specialist equipment and resources are available for the needs of our pupils.

How do we prepare for children/young people joining our school and leaving our school?

When pupils with SEND needs come to our school or leave our school the SENCo and SEN teachers ensure that a transition programme is planned to meet individual pupil needs. This means that staff members visit pupils in their existing or new schools where possible and discuss needs and provision with other professionals. Parents/carers and pupils are also invited to visit LLPS and when necessary a graduated attendance programme is set up to ensure that pupils and carers feel safe and secure before full time attendance.

How do we involve parents in school life?

Class teachers, teaching assistants, as well as senior staff members meet and greet parents before and after school. School staff are also on hand to discuss any concerns. When further discussion is needed, appointments can be made with individual staff members through the school office.

There is a school website and also a school newsletter is sent home to parents/carers every half term to keep parents up to date on school life. There is an app called School Ping which keeps parents up to date on current information.

We also have a parent group who arrange social events and fund raising activities, such as the summer fair, to involve the whole community.

We have a number of staff who speak a range of languages who are on hand to translate / interpret key information for parents.

Who do I contact for more information or to discuss a concern?

If parents/carers are worried about their child they should in the first instance speak to the class teacher. Alternatively, parents/carers can ask office staff to make an appointment to speak to individual teachers.

If parents/carers still have concerns they can then make an appointment with office staff to speak to our school Special Educational Needs Co-ordinator (SENDCO), Mrs Jenifer Langstaffe.

Our offer to children with special educational needs and disabilities was prepared in September 2021.

It will be reviewed in

July 2023