

## Lake Farm Park Academy

# Special Educational Needs/Disability (SEND) Information Report

2016/17

### The Local Offer – What is it?

The Children and Families Bill (April 2014) outlines the Government's plans to require Local Authorities to publish information on services and provision across education, health and social care for children and young people aged 0 – 25 with Special Educational Needs and Disabilities (SEND 2014). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The information below is Lake Farm Park Academy's contribution to the local offer. Hillingdon's Local Offer can be found at: <http://directory.hillingdon.gov.uk/kb5/hillingdon/fsd/localoffer.page>

### Identification and support for children with SEND

How does the school know if a child needs extra help?

We track the child's progress through the term, including at termly Pupil Progress Meetings. If we feel that the child has not made the expected progress, then we look for reasons why. The teacher will fill out an Initial Support Plan and will annotate planning to highlight the in-class support given. After six weeks, we will have a meeting with the parents to share progress and gain their views. At this point the decision will be made as to whether the child needs to go onto the SEN register and receive targeted interventions. We listen carefully to concerns raised by parents regarding their child's progress. When a child's behaviour changes drastically, we may feel the need to introduce some social or emotional support.

When a child has access to an outside agency, we work closely with them to ensure the best outcomes for the child; in the case of a child who has access to multiple agencies, we liaise to form one set of outcomes that includes all disciplines. When a child has not achieved targets set by outside agencies, we meet to discuss alternative strategies.

We pay close attention to the child's views. If a child informs us that he/she is struggling, we will look for reasons and solutions.

What should a parent do if they think their child has additional needs or SEND?

Initially speak to the class teacher. They will be able to answer any questions about the child's progress. If the parent continues to have concerns then they can ask at the office for a meeting with Mrs Dupree (SENCO). Mrs Dupree is available to speak to parents between 8:45 and 9:15 daily. We pride ourselves on building positive relationships with parents and carers.

A child's class teacher will be aware of each child's needs and will therefore be providing quality, personalised teaching in the classroom targeted at a child's ability level. We believe in giving all

children ambitious but manageable targets and expect all children to achieve or exceed these targets. Progress will be monitored closely and new targets given when appropriate. Other adults in school and in the class, such as Teaching Assistants may also deliver teaching to children and be included in evaluating their progress. Mrs Dupree will work with the class teacher to plan and monitor progress. The Principal will oversee this planning and progress.

Mrs Dupree will coordinate all support and liaise with external support services as appropriate. Any meetings in school with parents about their child will be with the child's class teacher, and any other staff who may work closely with a child. Mrs Dupree may also attend these meetings.

If a child is identified as having an additional need, who will oversee and plan their education programme?

Mrs Dupree and the class teacher, incorporating the findings and advice of outside agencies when necessary. Teachers plan differentiated tasks for their pupils and they will carefully match the tasks they plan for a child with SEND to their individual learning needs. If there is another adult working in the class they may, if necessary, support your child in 1:1 or small group tasks. Your child may be given equipment that helps them. The teacher may change a child's table or place in class so they can access the smartboard or activities with more ease. Visual timetables are used to show all children 'what happens next' in the day. In addition, visual cue cards may be used to reinforce this.

How is the curriculum and learning environment adapted for children and young people with special educational needs or a disability?

The child is at the centre of everything we do at Lake Farm Park. In their planning, class teachers differentiate work for children at all levels, from the least to the most able. This ensures that all children can access the curriculum at the appropriate level and can make progress. We are fortunate enough to be in a brand new building which is totally wheelchair accessible. We have step-free access throughout the school and we have accessible toilets and showers. All of our classrooms have Braille labels alongside text. If appropriate, specialist equipment may be given to assist a pupil e.g. writing slopes, pencil grips or a moulded cushion to improve the quality of attention and outcomes.

Provision is made for children with social needs by small group social interventions such as Attention Hillingdon and Time to Talk. Our Learning Mentor, Ms Snow, runs 1:1 and group sessions for children who are experiencing emotional difficulties and/or going through a difficult transition either at home or in school. There are skill specific groups run, such as the 'Nurture Group' to focus on areas of self-esteem/confidence and targeted 1:1 sessions for identified concerns such as anger management or bereavement. Provision is made for children with speech and communication problems via the Hillingdon Speech and Language Service. Members of staff carry out programmes and recommendations provided by this service.

We have small group interventions for literacy and numeracy skills and for fine and gross motor skills. It is our aim to give children extra input in required areas to enable them to access the curriculum more easily.

When an intervention group is run, the children are assessed at the beginning and again at the end. The effectiveness of the intervention is evaluated by Mrs Dupree and the findings are forwarded to the Principal. If an intervention is found to be successful, the children may then require no further support, but their progress would be closely monitored. Even though an intervention has been successful, the pupil may still require further support. The next steps will be planned by Mrs Dupree in consultation with the class teacher. If an intervention has not had the desired effect, alternative strategies will be used and further referrals may be made.

All children's progress is assessed through observations recorded in the Early Years Foundation Stage Profiles and against National Curriculum outcomes. It is then discussed in team meetings and scrutinised during termly Pupil Progress Meetings.

How are the school's resources allocated and matched to children's special educational needs or disability?

The SEND budget is allocated every financial year. This money is used to provide additional support or resources dependant on the child's individual needs. The additional provision may be allocated after discussion with the class teacher, Head of School and SENCO at pupil progress meetings or if a concern has been raised at another time during the year. Specialist equipment is purchased to enable children to access the curriculum fully.

Individual pupil premiums are used to support that pupil's learning.

LSAs are funded from the SEN budget and deliver interventions to meet the pupil's needs either on a 1:1 basis or in small groups. Individual needs are reviewed regularly through Team meetings, recommendations from outside agencies and as a result of consultation with parents.

How will the school support parents to help their child's learning?

Termly 'How to Help' sessions, where class teachers share strategies for helping children at home with English and maths skills. Your child's class teacher may provide ideas and strategies on how to support your child. Mrs Dupree is happy to discuss ideas and strategies to help your child and signpost you to further help if appropriate. This could include writing letters or attending meetings alongside parents. If outside agencies have been involved with your child, suggestions are normally provided that can be used at home as well as at school.

Lake Farm Park Academy will sometimes work with outside agencies to provide support for your child.

Services available from Hillingdon are:

- The Behaviour Support Team
- Educational Psychology Service
- CAMHS (Child and Adolescent Mental Health Service)
- Inclusion Team
- Social Services
- School Nurse
- Speech and Language Therapy
- Language Class and Advisory Service
- Occupational Therapy
- Hearing Impairment Team
- Visual Impairment Team

- Autism Advisory Service
- CFACS (Child Family and Adolescent Consultation Service)

The Educational Psychologist works with children whose needs are considerable and who have not responded to interventions put in place for them.

Specialist Services may observe pupils and meet with Teachers. Sometimes outside agencies may ask to meet with parents and any reports from outside agencies will be provided for parents.

How will the school monitor children's progress and how will parents be involved?

You will have the opportunity to discuss your child's progress at parents' evenings which are held each autumn and spring term. In addition to this, you can make an appointment to see your child's class teacher or Mrs Dupree to discuss any ongoing concerns.

Children on the SEN support list get a Learning Plan. Targets are set by the teacher and SENCO. These are reviewed every term and parents receive a copy. We would like you to provide feedback on the IEP and add anything you feel is necessary.

How will children's views be sought about the help they are getting and the progress they are making?

Through conversations with individual children (with the SENCO). Conversations will be a combination of 1:1 and group discussions. This will be recorded in the form of ticking against a face for the children in Early Years and Year 1. As the children progress through the school, they will be given a more formal type of questionnaire to complete. Class teachers will have regular conversations about support also and all ideas will be fed back to the SENCO and Senior Leadership Team.

## **Support for children's well-being, specialist support and training of staff**

What support is available to promote the emotional, social, medical needs of children with SEND?

We run Time to Talk sessions for children to improve their social skills and turn-taking abilities. Children with issues surrounding concentration will be invited to attend Attention Hillingdon sessions which serve to improve a child's listening, attention and turn-taking skills. We have daily whole-class circle time sessions which last for fifteen minutes. During these sessions, the children are given the opportunity to discuss a wide range of issues including behaviour and feelings. They learn to understand that we are all different and that we need to respect that. During our assemblies, we celebrate positive behaviour, incorporating *The LFP Way*, a set of core values we follow, which are rewarded with different coloured stickers.

Our Learning Mentor, Ms Snow, runs 1:1 and group sessions for children who are experiencing emotional difficulties and/or going through a difficult transition either at home or in school. There are skill specific groups run, such as the 'Nurture Group' to focus on areas of self-esteem/confidence and targeted 1:1 sessions for identified concerns such as anger management or bereavement.

All staff have undertaken asthma and epipen training and know how to recognise the signs of a serious incident.

How does the school help with personal care where this is needed e.g. help with toileting, eating?

When a need has been highlighted, it is met. For example, if a child's toileting is specified as a priority in an EHC Plan, the staff concerned will do all they can to ensure the child meets the target. In the case of a child being in nappies, the member of staff will deal with the child with the utmost discretion and respect and will encourage an appropriate amount of independence. The same applies to those who need assistance with feeding; the member of staff will assist, but will promote greater independence over time.

What SEN support services does the school use e.g. specialist support teachers, educational psychologists, teachers for hearing and visual impairment, speech and language therapy, occupational therapy and physiotherapy etc.?

At present, we use the educational psychology, speech and language therapy, physiotherapy and occupational therapy services. We would have access to other services if a child's needs arose.

What can a parent do if they think that their child needs help from one of these services?

Come and talk about their concern and discuss the reasons for requesting support. If necessary, Mrs Dupree could write a letter to the G.P. highlighting the concerns and asking for a referral to the Child Development Centre. The child would then be assessed and support put in place if required. We strongly believe in early intervention.

What training will the staff supporting children and young people with SEND have had or receive?

Staff will receive training to allow them to cater for the needs of individuals e.g. autism training. Tracheostomy training and Speech and Language training All staff are given annual asthma and epipen training. When a child enters our school with a specific need, training for the relevant staff members is a priority. The SENCO has completed the Nation Award for Special Educational Needs Coordination, which provides training and information on a wide range of needs and disabilities.

## Activities and accessibility

How do you ensure that children with SEND can be included in out of school activities or trips?

All children are included in school trips. We make reasonable adjustments to ensure this. Risk assessments are carried out before all school trips, incorporating accessibility and possible hazards. If necessary, an individual will have his/her own personal risk assessment (if the needs vary greatly from the rest of the group). It is sometimes necessary to ask a parent to accompany us on a school trip if we feel that the child would not be able to participate without this support; however this is rare, as our staff are trained to deal with the needs that the children have.

Staff will visit the site before the school trip to discuss needs with staff and to view the most appropriate routes, exhibits etc.

How does the school ensure that all of the school's facilities can be accessed by children and young people with SEND?

We are fortunate enough to have step-free access all around the school. The majority of external doors and all internal doors are wide enough to allow a wheelchair to pass through comfortably. During PE lessons, appropriate support will be given, although independence will also be encouraged. Children who are involved with outside agencies may have specialist equipment recommended for use in school; this equipment will be used appropriately by trained staff and will only be used in accordance with the child's plan. All rooms in the school have Braille labels.

We have special equipment to aid children with fine motor difficulties such as pencil grips and scissors that allow an adult to help a child when learning to cut. Children with both fine and gross motor difficulties are given extra input in small groups to aid their progress when in a whole-class setting.

## Transition and parent support

What support will there be for the school and children before they join the school?

The school is lucky enough to have a dedicated Pupil and Families Worker, Carla Austin, with us full time. Ms Austin can work to support families with practical assistance, parenting support, access to services, liaising between home and school and a number of other concerns and/or issues. Ms Austin arranges Coffee Mornings/ Afternoon Tea and Zumba sessions for parents. The Coffee Morning/Afternoon Tea sessions allow parents to meet each other and share any concerns they may have with Ms Austin.

The parents have the opportunity to visit the school and meet their child's teacher before the child starts school. There is liaison between the school and the child's previous setting, where any needs and strategies are shared. We welcome visits from prospective parents. If the child has a Special educational Need or Disability, the parent should make an appointment to see Mrs Dupree to discuss support available.

How will the school prepare children for moving to the next stage within school and moving on to their next school (or further education or employment if appropriate)?

Lake Farm Park is a new school with Early Years, year 1 and year 2, therefore our children will not be transitioning to secondary school for five years. Before the children move to the next year group, they will be given the opportunity to meet their new class teacher in their new classroom. During this session they will be able to ask questions and talk about what work they will be doing during the year. The parents will also be invited to a 'meet the teacher' session at the end of the summer term. We understand that some children find the transition to a new class very stressful. These children will be given a 'social story', which briefly explains who the new teacher is going to be, where the classroom is and will contain a very brief outline of what is expected in this class.

The story will be mostly pictorial with a short caption to explain. The stories will be shared at school and a copy will be sent home for the summer.

When the time comes to transfer to a new school, all details will be forwarded to the new setting and any SEND will be discussed as appropriate. Mrs Dupree may be able to visit the new setting with the parent/child if it is in the local area.

Who would be a parent's first point of contact if they want to discuss something about their child or they are worried?

The child's class teacher is best person to approach in the first instance. The class teacher knows the child very well and can give lots of information about how the child approaches different parts of the day. The class teacher will then refer any concerns to Mrs Dupree or the Principal if necessary. In addition, our Pupil and Families Worker, Ms Austin is available by appointment.

What arrangements does the school have for signposting parents/carers to external agencies which can offer support such as voluntary agencies?

Mrs Dupree can write a letter on behalf of the school/parent if necessary. She has leaflets and contact details for voluntary agencies that support parents of children with SEND. Ms. Austin can also offer support and can advise on relevant agencies.

How can parents give feedback about SEND provision offered by the school, including compliments and complaints?

During a child's review meetings, parents will be given the opportunity to contribute their views on support provided. Parents can arrange to meet Mrs Dupree to share any advice or concerns they may have. They can also make an appointment to see the Principal, or they may choose to put their thoughts in writing. Parents are welcome to enquire about their child's support at any time during the school year; an appropriate appointment time will then be given to allow us to discuss any issues or topics in depth.