



Lancasterian Primary School

SEND Information Report 2016-17

Lancasterian Primary School is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEN/D). Our expectation is that children and young people with SEN/D will receive an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into Secondary School and adulthood, whether into employment, further or higher education or training

We will use our best endeavours to make sure that a pupil with SEN/D gets the support they need—this means doing everything we can to meet the pupils special educational needs.

Lancasterian Primary School's SEND Information Report sets out in one place what we provide for children and young people with special educational needs and/or disabilities (SEN/D) throughout their time with us. It explains how we support them on to the next stage of their education. Haringey Local Authority also publishes a Haringey Local Offer (www.haringey.gov.uk/localoffer) setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEN/D. It explains the procedures for requesting an assessment for an Education Health and Care Plan (EHCP) – which has replaced the SEN statement. You will also find information about:

- where to go for advice and guidance on SEN and Disability matters
- leisure activities for children with SEN/D
- arrangements for resolving disagreements and mediation

THE PURPOSE OF OUR Information Report

The purpose of our school's SEND Information Report is to inform parents and carers about:

- how we welcome into our school children with special educational needs and/or disabilities;
- how we support them in all aspects of school life and remove barriers to achievement;
- how we work in close partnership with parents/carers and children;
- how we make effective provision for all of our children with special educational needs and disabilities – SEN/D.

We will keep our SEND Information Report and Policy under review –by asking parents and children what is working well and what they want to improve.

The date for the review of this report is March 2017

If you need any more information please see contact Charlie Rooney-Norris (Inclusion Manager and Assistant Head Teacher) via the school office.

WHAT KIND OF SCHOOL IS LANCASTERIAN PRIMARY?

We are a Maintained Haringey Primary School for children from nursery to Year 6, age range from 3 yrs to 11 yrs. Our local secondary schools are good and outstanding. There are two classes in each Year Group apart from Year 4 where we have 3 classes. Children start school in the Year they turn 5 in our Reception class. Our most recent 2013 OFSTED report noted:

Pupils who speak English as an additional language make good progress because teachers and their assistants deliver engaging lessons and develop effective language skills. This is also true of disabled pupils and those with special educational needs and pupils eligible for the pupil premium. Disabled pupils and those who have special educational needs make good progress as a result of accurate identification of their needs and specialised support provided by all staff

Parents and carers of children with SEN who come to Lancasterian primary school told us:

“My child likes coming to school every day. We all feel welcome here and the staff are friendly”.

They said that they felt they knew where their children were academically and they were fully informed about the SEN processes. A child in Year 2 said – “First Jennifer shows us on the carpet and then Bev helps us to start the work by ourselves”.

OUR VISION – WHAT WE THINK IS IMPORTANT

- At Lancasterian we believe that every child must be nurtured, valued and empowered to have the highest aspirations for their future and to reach their full potential.
- That all children have a right to a broad, balanced and relevant curriculum whatever their circumstances or abilities.
- That all children have the potential to achieve and overcome their difficulties.
- We will always involve parents and children in planning and reviewing progress; we know that parent are the first educators of their child - we need their knowledge to plan effectively
- We know that the earlier we identify special educational needs and provide support, the more successful our children will be
- We will provide expert support and resources for children with SEN/D to fulfil their potential
- Our starting point is to guarantee a whole school approach to making provision for children with SEN/D: we make sure that all staff have the knowledge and skills to support all children with SEN/D in our school

HOW WE LEARN WITH AND FROM OTHER SCHOOLS

We are a learning community and believe that it is important to work with other schools to make sure that our knowledge, expertise and skills on SENCo issues are up to date. Our SENCo attends the Local Authority SENCo forum which keeps all schools up to date with national developments and local projects on inclusion. She has also just completed the national SENCo award this academic year. Lancasterian has developed partnerships with other local primary schools and teaching staff have benefited from experiencing inclusive practice in and around the borough.

Frequently Asked Questions

1. What does SEND mean?

The term SEND describes the needs of children who have a difficulty or disability which makes learning harder for them than for other children of the same age. SEND can cover a broad spectrum of difficulty and disability and children may have wider ranging or specific difficulties.

2. What kinds of Special Educational Needs and Disability (SEND) does the school cater for?

Lancasterian Primary School is a mainstream primary school and welcomes children with SEN/D in one or more of the following areas:

- **Communication and interaction**
E.g. speech, language and communication needs (SLCN) Autism Spectrum Disorder (ASD), Asperger's Syndrome
- **Cognition and learning**
E.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties (SEMH)**
E.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder
- **Sensory and/or physical needs**
E.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy
- **Medical needs**
Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

3. What are the school's policies for the identification and assessment of pupils with special educational needs (SEN)?

All of our teachers teach children with SEN. All of our staff recognise the importance of identifying SEN early and making effective provision quickly. The identification and assessment of SEN is built into the schools approach to monitoring the progress of all pupils. We assess each pupil's skills and levels of attainment when they first come to the school. This builds on the information from the child's previous early years or school where appropriate, and provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have their SEN diagnosed or identified we will work closely with the family and other agencies to make sure we know as much as possible about the child before they start at the school. Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place (Quality First Teaching). Making high quality teaching

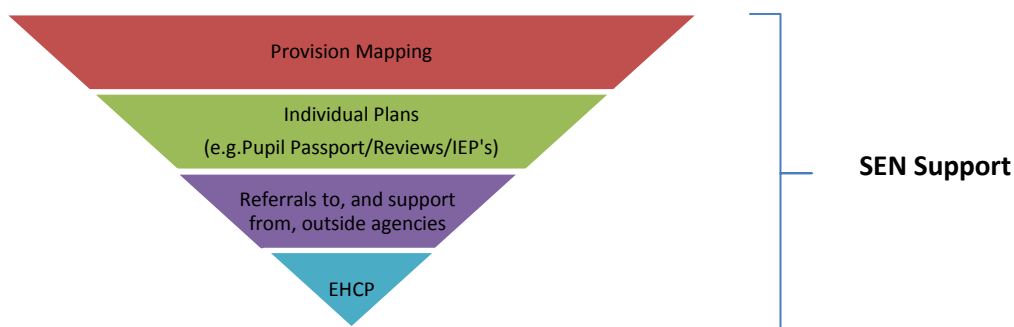
normally available to the whole class is likely to mean that fewer pupils will require additional support. If their progress continues to be slower than expected the teacher will work with the family and the SENCO to carry out a clear analysis of the child’s needs and identify if they need additional support. There can be many reasons why a child doesn’t make the progress expected of them – perhaps there has been a significant change in family circumstances such as a new baby, a move of home, or the death of a relative. Or perhaps because they have a special educational need. We use a range of different assessment tools and systems to help identify and assess pupils with SEN. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEN and match interventions to the SEN of pupils.

When considering if a child needs SEN support we takes into account:

- the pupil’s previous progress and attainment
- the teacher’s assessment and experience of the pupil
- the pupil’s development in comparison to their peers and national data
- the views and experience of parents
- the pupil’s own views
- advice from external support services, where appropriate

4. What are the school’s policies for making provision for pupils with special educational needs (SEN), whether or not pupils have Education Health and Care Plans?

Most of our pupils with SEN have their needs met as part of high quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school. If a pupil is identified as having special educational needs their teacher and SENCo will consider everything we know about the pupil to determine the support that they need and whether it can be provided by adapting our core offer or whether something different or additional is required. Where provision for SEN is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action using one of the SEN planning tools we have available to use. The tools we use are summarised below.



Provision Mapping: A document that is used to capture targeted and specialist interventions that will be ‘additional to’ and ‘different from’ the usual differentiated curriculum. This is also used for children who have fallen behind and need a boost to accelerate progress. For some children this support will remove the need to be identified as SEN on the schools register.

Individual Plan (Pupil Passport): Our new format that was trialed last year and being adapted this current year contains a profile and an action plan listing the goals and provision to meet the SEN.

Referrals to, and support from, outside agencies: Where the school and parents feel that a higher level of support is required a referral may be made to an outside agency to assist us in putting in the best provision to support a pupil with SEN. This may include the speech and language team or Educational Psychologist. We can then put into place expert advice.

Statements of Special Educational Needs: Statements were issued by the Local Authority and set out the special educational needs of a pupil, the provision we must make for the pupil and any additional resources being given to the school by the Local Authority to meet those needs. From September 2014 statements are no longer being issued as they are being replaced by Education Health and Care Plans (EHCP) for those that need them. Overtime pupil’s who have a statement will have these converted into EHCP.

Education Health and Care Plan (EHCP): From September 2014 , 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

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEN provision for children with severe and complex needs. The EHP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them. The following table shows the number of pupils with SEND in the school in October 2016.

SEND	Number of pupils
SEND Register	79
Special Educational Needs	78
Disability	2
Individual Education Plan (Pupil Passport)	69
Statements of Special Educational Needs / Education Health and Care Plans (EHCP)	10

5. How does the school evaluate the effectiveness of its provision for SEN?

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need. We test the effectiveness of our SEN provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met. We use our data monitoring process including SEN progress data from Target Tracker, pupil progress reviews, SEN reviews and interventions to collate, review and monitor individuals.

Both the attainment and the progress of SEND pupils is monitored to ensure that although the national average may not have been reached there is a progress towards closing the gap between current attainment and age expected levels. The SEN pupil as 'vulnerable pupils' are a standing item on the agenda of every Pupil Progress Meeting and all meetings related to Data and raising standards throughout the school. Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

The teachers work with the SENCO, the parents and the child to make sure any SEN support is adapted or replaced by another approach if it is not being effective. The SENCO and the head teacher report regularly to Governors on the quality of SEN provision and the progress towards outcomes being made by pupils with SEN. Governors also consider the attainment data for pupils with SEN and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meeting SEN are based on the best possible evidence and are having the required impact on progress.

6. What are the school's arrangements for assessing and reviewing the progress of pupils with SEN?

Every pupil in our school has their progress reviewed regularly and this information will be shared with both parents and pupils. The school regularly monitors all children's attainment and progress through:

- Daily monitoring & assessment in class
- Regular assessed pieces of work
- Moderation/discussions with other members of staff
- Termly pupil progress meetings with the Senior Leadership Team.
- Termly meetings with SENCo
- Parents evening/discussions with parents

We will communicate this with you by:

- Parents' termly consultation evenings.
- Seeing parents at the end of the day
- Organise meetings if concerns have been raised usually arranged by the SENCo in conjunction with the Class Teacher.
- We provide an annual report at the end of the school year.

Where a pupil is receiving SEN support, whether through informal discussions or more structured meetings, we provide feedback to parents more regularly. We may contact parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns or observations. We also have a review meeting at least three times each year. Some pupils with SEN may have more frequent reviews if they are required.

At present reviews are led by the SENCo and a teacher with good knowledge and understanding of the pupil's needs and attainment, usually the class teacher. Additional staff, such as support staff, are also usually present. Reviews involve the pupil, the family and other professionals where this is appropriate. They are used to:

- discuss what is working well and not working well

- find out if the SEN provision has been delivered as planned
- review the pupil's progress towards their goals and longer term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents.

7. What is the school's approach to teaching pupils with SEN including different types of support or strategies?

First and foremost, all pupils, including those with SEN, will have access to a broad and balanced curriculum and Quality First Teaching provided by your child's class teacher.

Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets which are deliberately ambitious to encourage pupils to aim high. Teachers plan their lessons with the SEN of pupils in mind, including specific strategies to support your child to learn which means that most pupils with SEN and disabilities will be able to study the full national curriculum along with their peers. Teaching will build on what your child already knows and will use different ways of teaching: mixed ability groups; working in pairs; independent working; ability grouping to support learning. Teaching staff always aim to match the work given to pupils with their ability to do it. Some children will benefit from working in a smaller group of children on specific work to help them make progress. These groups, (often called 'Intervention groups') may be;

- Run in the classroom or outside the classroom
- Run by a teacher or most often a teaching assistant who has had training to run these groups.

Some children will need to be referred to an external professional so that we can access support and advice from them. This is usually the case when first quality teaching and intervention groups have not helped your child make enough progress.

- Parents need to give their consent before a referral can be made.
- This can include Educational Psychologists, Speech and Language Therapists or Occupational Therapists.

If your child is identified as having severe, complex and lifelong learning needs the school may need additional financial support from the Local Authority (LA) to enable your child's outcomes to be met. For your child this would mean:

The school (or you) can request that the LA carry out an assessment of your child's needs. This is a legal process which sets out the amount of additional money required to provide support for your child to enable them to reach their desired outcomes. This support was provided via a Statement of

Special Educational Needs but since 1st September 2014 is now provided by an Education, Health and Care Plan (EHCP).

The type of SEN support provided is based on reliable evidence of what works. We are careful to avoid the over reliance of individual support for pupils as evidence shows that in many cases this prevents them becoming independent learners.

We ensure that through provision of Continued Professional Development and Training opportunities, all the staff will acquire sufficient skills and knowledge to deliver the interventions that pupils need.

8. How does the school adapt the curriculum and learning environment for pupils with SEN?

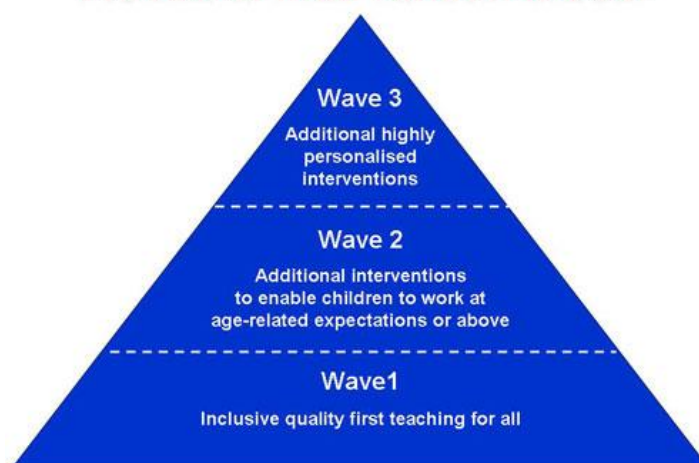
We are committed to meeting the needs of all pupils including those with SEN. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEN are not at a substantial disadvantage compared with their peers. We work closely with families and partners to work out what disabled children and young people might need before they start with us, and what adjustments we might need to be make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and in order to get additional resources and support. Teachers will be supported by the SENCO to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEN. This may also involve working with outside partners. For example we might need to:

- Provide visual resources to support learning
- rearrange the layout of the classroom
- create a quiet area in the school
- buy specialist ICT software

In considering what adaptations we need to make the SENCO will work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

9. What additional support for learning is available to pupils with SEN?

Waves of Intervention Model



The school organises the additional support for learning into 3 different levels (also called waves).

Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

We provide additional support for pupils with SEND to be able to access assessments, including SATs tests, when needed. (This includes extra time, prompting, readers for Maths and Writing tests, scribes, enlarged print for the visually impaired etc) We are able to support the administration of medication if it is recommended by health professionals.

In addition:

- All class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Teaching Assistants with the relevant and appropriate training can adapt the teachers' planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Personalised timetables and programmes of work are written to support your child which means sometimes they will work with the rest of the class and at other times they will work on a parallel curriculum individually or with a small group of children working at a similar level.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

10. What specific interventions or strategies are on offer at Lancasterian?

Not all interventions are suitable for every child as they may have specific criteria they may need to meet.

Social and Emotional

- Play Therapist 1 day/week
- HEWS worker .5/week
- Support from external agencies - this is accessed when the child needs more specialist help
- Whole school behaviour system
- Positive behaviour strategies – Golden Certificates
- Golden Rules/ Growth mind set reminders
- Peer mediators during play and lunch times in all playgrounds
- Interventions e.g. Social Skills/ nurture groups

Speech, Language and Communication Skills

- Therapy and interventions from Speech and Language Therapy Service once a week.
- Implementation of their programmes by trained TAs
- Communication in print
- Symbols and pictures to aid instructions and communication
- Small group social skills – turn taking, sharing, playing fairly
- Visual timetables
- Interventions e.g. Speech link and Language Link

Literacy (Reading, writing, spelling)

- Small group support in class through Guided Reading
- SEND friendly resources – coloured paper, bigger lines, pictures, word mats, use of ICT
- Awareness of learning styles – Visual, auditory and kinaesthetic approach
- Daily 1-1 reading for those that need it
- Interventions e.g. Read Write Inc, Phonics groups, 1:1 teaching, inferential training, Boosting Reading @Primary

Numeracy

- Interventions e.g. Max's Marvellous Maths, Buzz Club
- Additional concrete resources and visual support
- Use of ICT

Physical development (including Medical needs)

- Welfare Assistant
- Access to the school nurse
- OT .5 days a week
- Referral to OT and Physio

- Finger grips
- Posture and balance cushions
- Writing slops
- Weighted equipment
- Implementation of Health Care Plans

Interventions e.g. Motor Skills United, Happy Hands

11. What extra- curricular activities are available for pupils with SEN?

- Our school has extra- curricular activities including sports clubs, music clubs, dance clubs. The current list of activities for this term and the year ahead is available through the school office.
- We try to make sure that all pupils with SEN can engage in these activities of the school alongside pupils who do not have SEN. Where it is agreed that taking part in these activities will contribute significantly to meeting the agreed outcomes for a pupil with SEN the school will normally be able to make alterations if required.
- The school also provides opportunities for pupils to go on school trips and we organise an annual residential trip to Pendarren for year 6 pupils. Where necessary we will involve parents of pupils with SEN in the planning of school trips and residential trips to assess the benefits and risks and identify how the needs of individual pupils can be best met. Parents are often invited to school trips to provide an appropriate level of supervision and ensure safety and well-being of all.

12. What support is available for improving the emotional and social development of pupils with SEN?

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEN. We believe in a culture within the school that values all pupils. We seek to be a model of justice, tolerance, forgiveness and understanding, notable for our quality of care.

With the child at the centre of the learning process we give equal consideration to:

- Showing concern for all pupils, staff and parents.
- Preparing pupils for entry into the wider community.
- Providing equality of access to the national curriculum.
- Providing a curriculum that challenges and extends the child's whole moral, spiritual, artistic and intellectual abilities.
- Celebrating and respecting all ethnicities in the school.

We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. (See Behaviour Policy and Anti-Bullying Policy)

For children with more complex problems, additional in-school interventions may include:

- advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class

- small group sessions - to promote positive behaviour, social development and self-esteem
- individual action plans - to support pupils during transition periods, break times
- additional support for the pupil – to help them cope better within the classroom
- Therapeutic work with the pupil/family, delivered by specialists (within or beyond the school).

13. Who is the SEN Co-Ordinator and how do I contact them?

Our Special Education Needs Coordinator (SENCO), Charlie Rooney-Norris, is a qualified teacher working at the school who has responsibility for SEN. She works closely with the head teacher and governing body as well as all teachers. If you have concerns about your child you should speak to your child's teacher before you speak to the SENCO.

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- overcoming barriers to learning and sustaining effective teaching
- managing teaching assistants
- overseeing the records of all children with SEN and Disability
- liaising with parents of children with SEN
- planning successful movement (transition) to a new class group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA's support and educational Psychology services, health and social services, and voluntary bodies

Charlie Rooney- Norris - Special Educational Needs Coordinator Email: crooneynorris@lgfmail.org
Phone: 020 8808 8088

You can request a meeting with the SENCO by email or phone or in person.

14. Who are the staff members supporting children with SEND and what training do they have?

- The SENCo's job is to support the class teacher in planning for children with SEND. The SENCo has recently completed the SENCo National Award and also attends a number of courses to further her skills and knowledge of supporting children with SEN/D
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Communicate in Print, This support is followed up by demonstration session, shared teaching and observations.
- We run whole school training on SEND issues such as specific learning difficulties and speech and language difficulties. The most recent training for support staff has covered supporting pupils with Autism Spectrum disorder, Sensory processing needs, Motor skills groups including gross and fine motor skills and dealing with challenging behaviour.
- Outside experts such as Educational Psychologists, Occupational Therapists, Speech and Language Therapist and the Autism Team provide teachers and support staff with expert advice to help support children who have been assessed in school.

- Current training to take place this year includes, creating a dyslexic friendly classroom, vocabulary and language support, secondary transfer groups, managing challenging behaviour, supporting maths, creating social stories and Elklan training for children with a language delay.

15. What equipment and facilities are available to support pupils with SEN?

- The school building is fully wheel chair accessible including a lift to the second story where the Year 4, 5 and 6 classes are located.
- Disabled toilet facilities are available for pupils and adults.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Before and after school provision is accessible to all children including those with SEND.
- Visual timetables are used as a whole school approach in setting out the sessions of the day and individual visuals are where needed to support transition and as a form of communication if required.
- Extra-curricular activities are accessible for children with SEND and adapted where required.
- Devices for additional recording e.g. Cameras are available as required including SEN software.

We are happy to consider purchasing other equipment if there is an agreed identified need.

16. What are the arrangements for consulting and involving parents of children with SEN in their child's education?

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- setting and reviewing targets
- parents evenings
- during discussions with our SENCO or other professionals
- commenting and contributing to assessment, planning and reviews

If your child has a SEN statement or an Education, Health and Care plan we will discuss their progress with you every term and have a formal review with you and your child at least annually.

Specific support to help you support your child at home will include;

- Meetings with teachers and SEN staff to discuss progress and support including ideas for home.
- Advise on where to find additional support.

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meeting with the parents and the people supporting your child can be arranged. Where required we will arrange interpreters to enable parents to fully participate in formal meetings.

17. What are the arrangements for consulting and involving pupils with SEN in their education?

We ensure that pupils with SEN are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- The School Council
- Annual pupil survey
- Pupil discussion/ interview groups with the SLT and subject leaders.

The views of the individual child and young person sit at the heart of the SEN assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include pupils with SEN in planning how best to support them, and in reviewing their progress. This may include the use of questionnaires, story boards or symbols. All pupils with SEN will have specific goals and outcomes and they will be part of the discussion to agree and review these.

18. Who do I contact for more information?

The initial point of contact should always be your child's class teacher. The Class teacher is responsible for:

- Monitoring the progress of your child and planning for any additional help your child may need.
- Delivering and adapting a differentiated curriculum
- Writing Learning Support plans, sharing and reviewing these with parents once a term.
Overseen by SENDCo
- Ensuring the schools SEND policy is followed in their classroom

The class teacher will always seek advice from our SENCo/SENDCo (Special Educational Needs and Disabilities Co-ordinator) or Inclusion Manager.

The SENCo is responsible for:

- Co-ordinating all the support for children with SEND.
- Developing the school's SEND policy.
- Ensuring that you as a parent/carer are:
 - involved in supporting your child's learning
 - kept informed of your child's progress
 - involved in reviewing how they are doing through termly review meetings
- Liaising with other people who will support your child i.e. Speech and Language Therapist, Educational Psychologist etc
- Updating the SEND register and keeping records of your child's progress, needs and support.
- Providing specialist support for staff so they can help children with SEND make progress.

The Inclusion Manager is responsible for:

- Overall responsibility and the day to day management of all aspects of support for children with SEND.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

If you are the parent of a child with additional needs and are considering applying for a place at Lancasterian Primary for your child, you may wish to contact either the SENDCO or Inclusion Manager to discuss his/her needs and how they could be met.

19. What are the arrangements for parents raising concerns and making a complaint about the SEN provision at the school?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns, as soon as they arise, and not wait for the next formal opportunity to meet. If you have something to ask us or tell us, please contact the class teacher or SENCO. If you have a complaint about SEN provision, please tell us promptly by contacting the following people in this order;

- the class teacher
- the SENCO
- The head teacher – through the school office
- The SEN governor (a letter can be submitted through school office)

The SEN governor will then refer to the complaints procedure to try and address the issue.

Further information about our complaints procedure can be found on our school website. Further information on local support for families of pupils with SEN can be found on Haringey's website www.haringey.gov.uk (Click Link to Children and Families and Children with SEND – local offer).

20. What other support can I access for me or my child?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. Appointments can be made via the school office.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- As a school we can make referrals to some outside agencies or give you information regarding other services available to you and your child depending on the need. Most of these referrals are made by completing a Referral Form which will be completed with yourself and the SENCo/Inclusion Manager.

21. How does the school involve others in meeting the needs of pupils with SEN and in supporting the families of such pupils?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from specialists from outside agencies such as:

- Educational Psychologists Services
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)

- School counsellor
- Haringey Autism Team
- Tuition Service
- Hearing and Visually Impaired Service

We always involve parents in any decision to involve specialists. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

The SENCO is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff e.g. autism awareness
- get more specialised advice e.g. advice on visual impairment
- carry out assessments e.g. a social care assessment
- ask for a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in school
- review progress and plan provision e.g. at annual reviews

Other external services are available and are referred to when needed.

22. How are parents involved in school life?

We believe in working with parents/carers as partners and we hope that our parents will share that belief. There is a school website which is kept up to date and weekly newsletters are sent home. The Headteacher, other members of the Senior Leadership Team and the SENCo/Inclusion Manager are all available and extremely approachable at any time. If, for any reason they cannot speak to you at a given moment, then they will always make a further appointment with you or the school office can make an appointment. There is a Parent/Teacher Association and parents/carers are represented on the school's Governing Body. Letters to parents/carers are written in plain English. We have a group of bi- and multi-lingual staff and parents/carers who offer translation and interpretation in community languages for parents and carers who need help with English.

23. What local support, outside of school, is there for the parents of pupils with SEN?

Information about local support is located here: www.haringey.gov.uk /local offer

The Parent Partnership Service – Markfield Together for Inclusion

Gives free impartial information, advice and guidance about services for children, young people and families.

Email: enquiries@markfield.org.uk

Website: www.markfield.org.uk

This service offers a range of services to assist the parents/carers of children with SEND. These include: help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks.

24. What are the school’s arrangements for supporting pupils with SEN when they join the school, and supporting them to move to secondary school?

Transitions are important and we take them seriously. All children and young people with SEND and their families may be particularly anxious about changing classes or “moving on” from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

Transition guide table:

	Additional arrangements for children with SEN (examples)
In to nursery / Reception	<ul style="list-style-type: none"> • Swift transfer of records • Work with Haringey’s Early Years Inclusion Team • Transition meeting with the previous setting • Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book or video, social stories about ‘moving on’)
When moving to another school	<ul style="list-style-type: none"> • We will contact the School SENCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals. • Swift transfer of records • Transition meeting with the new setting if required. • Transition plan (as above)
When moving groups/ forms/ classes in school	<ul style="list-style-type: none"> • In the summer term your child’s current and future class teachers will meet to do a proper handover. • All the children will have time in their new class with their new teacher. • If needed your child will spend extra time visiting their new class and teacher. • If needed your child will be given a transition book with photographs of his/her new teacher and classroom to prepare them for the change.
–Primary to secondary transition	<ul style="list-style-type: none"> • Swift transfer of records • Year 5 annual reviews planning meeting • During Year 6 the SENCO will invite the pupils new SENCo to attend their final review. Here the specific needs of your child, and the nature and level of support which has had the most impact will be discussed with the secondary school they will be transferring to. New targets will be planned together between the two schools, parents and pupil and additional support that will be needed during the transition will be arranged. • Additional multi-agency meetings will be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex.

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| | <ul style="list-style-type: none"> • Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school • Your child will do focused learning about aspects of transition to support their understanding of the changes ahead including attending a transition group with other year 6 pupils to discuss some of the worries and issues facing them. |
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25. Where can I find more information about SEND services in Haringey and the local area (the Local Offer)?

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The school cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining and interpreting
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:

Haringey Local Offer: www.haringey.gov.uk/localoffer

SEND Code of Practice: http://stignatiuscatholicprimary.co.uk/wp-content/uploads/2014/04/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf

For further information regarding SEND pupils at Lancasterian Primary School please see the SEND Policy which can be found on the school website.

